

Bickley Park Pre-Prep School

Inspection report for early years provision

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Inspector Rebecca Hurst

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Bickley Park Pre-Prep School is an independent school which caters for children in the nursery department from the age of two-and-a-half years to five years. It was registered in 2009 for the two-and-a-half to three year olds. The nursery takes both boys and girls. When girls reach five years old they will leave to go on to another school, boys can stay on to attend the school. The school is close to local transport links and shops. The school may care for no more than 16 children between the ages of two to three years at any one time. The school is registered on the Early Years Register only.

On the day of inspection, there were seven children on roll under the age of 3 years old, and this inspection focussed on the provision in relation to that age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The school provides a safe and welcoming environment that supports children well. Two members of staff have not had an up to date Criminal Records Bureau (CRB) check carried out on them, which is a breach of a welfare requirement. The partnership with parents contributes to meeting individual children's needs and children are valued at the setting because the school promotes diversity through the careful planning of activities and resources. The school self-evaluates their practise as a whole school. The school shows commitment to improve areas of their practise in order to meet children's individual needs and improve the outcomes for children in their care.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure adults looking after children, or having unsupervised access to them, are suitable to do so (suitable people) 18/12/2009

To further improve the early years provision the registered person should:

- ensure next steps are completed to aid planning to further enhance children's learning
- adapt activities to include differentiation for more and less able children

The effectiveness of leadership and management of the early years provision

The staff looking after the children have a good understanding of child protection and how to safeguard children. Regular fire drills take place to ensure children are aware of what to do in an emergency. Full risk assessments are in place for the building and are updated on a regular basis to ensure the children are taught in a safe environment.

The registered provider is in breach of a welfare requirement, as two members of staff do not have a CRB check in place. They both have a List 99 check, however these are not enhanced CRB checks and both members of staff have had a change of Surname since their checks were completed. Consequently, the system for checking the suitability of staff is not sufficiently robust to protect children. The provider has not ensured that the specific legal requirement relating to CRB checks for all relevant staff, has been complied with. Therefore, in this particular regard, the effectiveness of leadership and management is insufficient.

Staff plan activities for children to learn about equal opportunities and diversity. Staff take into account children's backgrounds when planning activities. Activities allow for non-stereotypical play with both boys and girls. Children eagerly participate in rehearsals for their Christmas play, and join in with the singing and actions of the songs. For Diwali, children made lanterns to symbolise the story involved with the celebration.

All staff are given opportunities to attend training sessions with the local early years team, which allows staff to update their knowledge of childcare. The nursery's self-evaluation process is included in the main school's self-evaluation. Staff's training needs are highlighted in this process. The effectiveness of the leadership and management of the nursery is weak as they are not clear on the welfare requirements for the Early Years Foundation Stage.

Staff work well with parents and carers. Staff work with parents to complete an 'all about' section, so staff are aware of the children's likes and dislikes when they start at the setting. Parents receive regular newsletters which keeps them updated on news within the nursery and the school. Staff work with parents to ensure all children are able to settle in on their own terms and that they are happy when they are left by their parents. Staff work with other settings the children have attended, to obtain transition records to aid the staff in planning for the children. Staff work well with other agencies to provide care for children with special educational needs and disabilities.

The quality and standards of the early years provision and outcomes for children

Staff use children's starting points obtained from assessments to plan activities. Children are making good progress given their age, ability and starting points. The whole of the nursery has one plan in place for all children attending. Staff will then complete focus activities for the children in their rooms. Planning and activities for

children does not allow for differentiation for more or less able children. Children's work displayed around the room is not unique for each individual child, as staff have pre-cut the shapes for the children and have shown them were to stick the different colours on to the template.

Staff have completed detailed written assessments on all children in their care. However, there are missed opportunities to enhance the children's learning as next steps are not completed to move children on with their development. Staff explain to the children the importance of sharing and helping their peers. As a result, children are well behaved. Staff explain to the children the importance of walking around the setting, and making sure they do not spill sand onto the floor. The children are also taught the importance of tidying away resources to prevent trip hazards.

Children's health is protected through detailed information available to the staff on the food allergies children have. Children also learn the importance of healthy eating through activities that the staff plan. Children have a mix of fruit and biscuits for snack and are given freshly cooked and nutritious meals at lunch time. This helps the children to thrive. Children are protected from cross-contamination and infection through regular hand washing before snacks and meals. Children have daily access to outside play with various resources to enhance their physical development.

There is a lot of emphasis on one-to-one work with communication, language and literacy. Staff help children to practice their phonics and record what the children have done. Staff also check children's hand-eye co-ordination and fine motor skills by seeing how they use scissors. These skills are not put to use in activities, as staff cut out the templates for the children to use. Resources are deployed well to allow children to develop their independence skills through self-selection.

Each child has their own key person in place. They keep the parents informed of what is happening in the school and they keep the children's files up to date. Staff are at hand to offer reassurance and cuddles to new children and those that feel under the weather. Children learn about the world around them through trips into the school grounds and activities that are planned for them by the staff.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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