

Bellinge Community Pre-School

Inspection report for early years provision

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Inspector

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Bellinge Community Pre-school is a voluntary group which was first established in 1978 and operates from Bellinge Community Centre in Northampton. The pre-school caters for children from the local community.

The pre-school is registered to care for 30 children aged two to five-years-old. Children attend on a sessional basis. Sessions run from 9.00am to 11.30am each week day, 12.30pm until 3.00pm Monday to Thursday and 9.00am until 11.30am on a Friday.

There are currently 55 children on roll, 41 are in receipt of nursery education funding.

Most children attending have English as an additional language and there are some children attending with special educational needs and/or disabilities.

Seven members of staff work directly with the children. The manager is completing her Foundation Degree, six staff hold early years qualifications, two at Level 3, four at Level 2 and two staff are currently are working towards their Level 3 qualification.

The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children enter a stimulating environment where they and their family's needs are extremely well known and met effectively. The involvement of parents within the setting is paramount and staff are proactive in ensuring that all families feel valued, involved and included. Staff continually provide a wealth of stimulating and challenging play experiences and opportunities that effectively encourage children's all round learning and development. They consistently promote children's welfare and ensure the requirements of the Early Years Foundation Stage are meticulously met. Staff enthusiastically demonstrate how they have raised children's achievements and how they strive to continually improve the service they provide. The manager's enthusiasm is infectious and she demonstrates an outstanding commitment to provide high quality care. Staff are professional and seek training in all areas of their work to ensure their knowledge of good practice is maintained.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the systems for planning a challenging variety of play

opportunities and experiences for all children.

The effectiveness of leadership and management of the early years provision

Comprehensive written policies and procedures are in place that effectively reflect the ethos of the setting. Robust procedures for the recruitment and vetting of staff are in place and systems to ensure children are only cared for by suitable adults are effective and implemented successfully. Staff demonstrate an excellent understanding of their role and responsibility with regard to protecting children in their care from abuse and neglect. Security measures are effective and children are only released into the care of a known adult. Staff supervise the children extremely well and access to the setting is only via a member of staff. Children, parents and staff are effectively protected from potential risks and hazards as staff have implemented concise risk assessments throughout the setting which are also completed for any trips or outings undertaken. Any changes identified and action is taken to ensure the ongoing safety of the children, staff and parents. Children become aware of their own safety needs through the clear, consistent reinforcement of rules that are in place within the setting such as no running indoors and sitting down at snack time. This is further compounded through the visits that take place to the setting from the police who talk to the children about 'safer strangers' and those people who are in their community who are there to help them.

Staff demonstrate a commitment to continually develop the service they provide and enhance their knowledge and childcare skills through ongoing training and development. They read current literature to keep up to date with legislation and practice and all required records, policies and procedures are in place, reviewed and updated regularly. The setting has completed a thorough self-evaluation which includes the views of parents and the children and identifies areas of strength and areas they wish to further develop. Staff within the setting value the involvement of other professionals who are involved in the care of the children who attend and of other agencies within the local community. Each child and their family receive a service to meet their individual needs and extensive information is gathered from parents to enable staff to provide this effectively. Documentation relating to medical, dietary, religious and cultural needs and preferences is maintained and respected. The setting maintains strong links with other providers in the area, including teachers at local primary schools, professionals in the local children's centre and the Area Special Educational Needs Coordinator (SENCO). All work cohesively ensuring that each child's needs are met and support consistently provided.

Staff enthusiastically seek parents' views and ideas about the service they receive. Families attending come from many different cultural backgrounds and staff have literature about the setting and the services within the local area in many different languages. Thus ensuring parents are able to make informed decisions about the services they access and the care they and their children receive. Key person groups are in place which allows the family to build and develop a strong relationship with each other and work cohesively for the best of the child. Excellent

routines are in place to ensure that parents are kept informed about their child's development. Summary's of their development are completed each term and information gained through observations and assessments are freely available to parents with staff making time to discuss these with parents if they wish to. Open days, fundraising events and parents' views are sought with regard to developments to the provision and the purchasing of new resources, for example, an open morning took place when the newly developed garden was first completed which involved a visit from the local MP.

Children have access to an extensive variety of resources which are stored at child height in containers that enable them to access them independently. Children take a pride in the areas available to them and are all involved in tidying away the resources when they have finished with them. Children move freely and safely within the setting and a free flow system is in place throughout the day, enabling children to make an informed choice with regard to playing indoors or outdoors. The garden is divided into areas of learning and includes a grassed area which includes a vegetable garden, as well as a play area that is covered for use all year round and has a safety surface. Children's independence is continually nurtured within the setting and staff praise and encourage the children in all they do.

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

Children enter an environment that is vibrant, interesting and encourages their natural curiosity as learners. Their all round development and learning is encouraged through the exciting activities that are provided and staff continually challenge their language and thought processes by the skilful questioning that takes place. This child-centred environment encourages children's desire to learn and the precise information obtained from parents at the start of their child's placement is used to plan an imaginative curriculum. Although staff have systems for planning already in place they are currently developing new ways of taking these further. Detailed observations and assessments of children enable staff to identify areas for future learning and support children effectively. A free-flow system is in place throughout the day which enables children to choose to play either indoors or outside, therefore, they access plenty of fresh air each day.

Children learn about being healthy, the importance of exercise and the variety of foods that are good for them. They are actively involved in growing and planting of fruit and vegetables within the pre-school garden and care for them and nurture them. Whilst monitoring their growth they learn to measure, compare and observe the various stages of growth, then when they are fully grown they pick them and use them in the cooking activities they are involved in. Children also learn about helping each other and distribute the foods they have grown to the older people within the community at Harvest Festival. Children are actively involved in the recycling of the fruit and vegetable skins following their snack time and the compost they have made within the garden is used effectively within the garden. They also sort the various types of containers into the correct boxes which are also recycled.

Children are actively involved in learning about diversity and the wider world and a large display has been created which reflects the diverse countries that the children attending the setting come from. The children have brought in photographs of themselves and placed them on a world map to reflect where they originate from. Parents have then drawn a picture of themselves and these have been added also encouraging lots of discussion. Parents and children try foods from various countries and have brought in artefacts such as clothing, musical instruments and pictures from all over the world. A wide variety of resources are provided that portray positive images of society and posters are displayed throughout.

'Bertie bear' lives at the setting and the children take turns to take him home for the weekend, on their holiday or when they go on any trips. They are encouraged to draw or retell the story of his time with them and he carries a passport and information about safety in the sun and sun glasses and has spare clothes for all eventualities. His travelling diary includes lots of information and photographs and the children thoroughly enjoy recalling their adventures with him.

Behaviour within the setting is excellent. Children's independence is encouraged at all times although staff support children where needed and children are praised for their good behaviour and their achievements. Staff have clear strategies in place for dealing with unacceptable behaviour and are aware of child development and take account of children's ages and abilities. Staff are excellent role models for the children and show great respect and courtesy to them, they in turn respond extremely well to any requests made of them. They learn to share and take turns and the older children support the younger members of the group.

Health and hygiene routines within the setting are very good. All areas are clean and effective measures are in place to minimise the spread of infection. Children learn excellent personal hygiene skills throughout the day and understand the importance of washing their hands before and after preparing the snack, after messy play and using the bathroom.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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