

# Beaupre Under 5's Centre

Inspection report for early years provision

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<b>Type of setting</b>	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**

Beaupre Under 5's Centre opened in 1985. It is on the Early Years register and operates from a demountable classroom in the grounds of Beaupre Community Primary School, Outwell, which is near Wisbech, Cambridgeshire. The site and building are accessible to people with disabilities and this includes wheelchair access. A maximum of 26 children may attend the centre at any one time.

The centre is open each weekday from 08.45 AM to 11.45 AM and from 12.30 PM to 15.30 PM during school term-times. All children share access to a secure enclosed outdoor play area. They also have use of the school playground. There are currently 46 children aged from two to under five years on roll. Of these, 30 children receive funding for early education. Children come from the village and surrounding area. The centre supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The centre employs seven members of staff. Of these, four hold appropriate early years qualifications and two are working towards a qualification. The deputy manager is working towards an early years degree. The centre receives support from the local authority advisory team.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The provision at Beaupre Under 5's Centre is good. It meets the needs of children in the early years well. The staff cooperate effectively with its manager and management committee to ensure that children are fully included in all that is provided. Children are cared for and safeguarded well, irrespective of their ethnicity, learning needs or social circumstances. A particularly friendly, open relationship with parents is fostered very strongly, which helps children to settle effectively and to progress satisfactorily. The success achieved to date suggests a good capacity for continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- produce a handbook for staff to contain important information, routines and policies as an easy reference for established staff and to assist in the process of inducting new staff
- put planning to improve the exterior area and availability of shelter into effect as soon as possible, thereby providing children greater opportunity to acquire skills outdoors across all areas of learning
- provide more opportunities for children to use information and communication technology.

## **The effectiveness of leadership and management of the early years provision**

The centre is well organised. Safeguarding, child protection and first-aid arrangements are prioritised effectively and training is up-to-date, to the required standards. Certificates are displayed prominently along with the centre's insurance and registration documents. Procedures for the vetting of staff, systems to ensure health and safety and required policies meet statutory requirements. Daily risk assessments are taken very seriously and checks are carried out meticulously and signed off to show that this is the case. Emergency evacuation procedures are both planned and practised with the children. Food and drink, including snacks, are kept hygienically. Proper records of allergies and other personal requirements are up-to-date and all adults know which children have particular needs, and respond accordingly.

Each member of staff (known also as a key worker) takes responsibility for the care, welfare and learning of a particular group of children, ensuring that each individual's needs are thoroughly assessed and known. Records to indicate progress, showing each child's learning and development, are kept conscientiously. Committee members have procedures for signing all statutory policies when these are written or updated. Copies are kept carefully and accessibly. The committee also supports the staff well, working hard to meet their suggestions for improvements whenever possible, raising funds and applying for relevant grants. That said, summaries of the most important policies and routines have not been put together into a concise handbook to inform existing staff simply or to induct new staff.

A strong sense of direction and desire for improvement are very apparent amongst all staff. Since the last inspection, for example, a programme to improve maintenance in the building has begun. New toilet areas have been installed, new floor coverings are planned, and orders for new equipment and storage have been placed. A canopy for the outside area has been purchased as a first step to redesigning what is available to children in this space, so as to improve learning and development opportunities.

Arrangements to involve parents have improved considerably to the extent that these are now outstanding. All those parents spoken to during the inspection confirmed that they feel valued. A typical parental comment stated that all the staff, 'listen and seem to want to help'. A parent with a child new to the centre said, 'I can't fault them on what they have told us and done to settle my child in'. They ask us to stay with them and help us to leave when the moment is right.' This reflects the documentation that is used to help register and induct children and their families. Formal and informal opportunities are also provided to inform parents about how their children are getting on, including an achievement record book, which is presented to the family when the child leaves to go to school. All this excellent practice contributes much to ensuring that all parents and carers feel welcome and included.

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

The staff demonstrate a good range of skills to involve children in all activities, engaging them in talk, singing nursery songs and rhymes, and playing counting games. Opportunities to make marks with pencils on paper and in a variety of other ways are always on offer. Learning of letters and sounds is also provided. Planning indicates that all areas in the Early Years Foundation Stage are provided in accordance with statutory requirements. Displays and bays around the room contain toys and equipment to capture children's interests, so they learn and develop successfully. Outside, however, while good developments are underway to improve provision, these are not yet complete. As a result, not all areas are available at all times in this exterior environment, limiting children's progress in this context. As a result, achievement is satisfactory, rather than good. Nevertheless, by the time children leave for school, standards are around those usually expected for their age. Plenty of toys and construction equipment is available for learning about the world. Personal, social and emotional development is good and children quickly learn to share. They enjoy what they do and play well cooperatively. The children particularly enjoy playing with and learning about the toy dinosaurs. Opportunities to use information and communication technology are, however, limited because the centre does not have workable computers, although this is ameliorated to some extent with electric toys. An incubator with eggs that are soon to hatch is currently in use. Good language is stemming from this, as well as speculation among the children about what type of birds will emerge – ducklings, chicks or something else. The adults understand the need for plenty of talking, so new vocabulary emerges. Effective adaptations to provision are made for children with special educational needs and/or disabilities, so they too progress satisfactorily.

Parents confirm that their children feel safe in the centre. Staff frequently remind the children about being careful and not running indoors. The children comply well with these requests and their behaviour is good. Good routines ensure that children are passed safely to their parents or carers at the end of sessions and the children understand the need for these sensible rules. Good links with the police, fire service and other agencies provide opportunities for learning about people who help to keep us safe. These links also introduce children to people working in the community, so they begin to acquire early notions of jobs that people might do after school. They learn about eating healthily and parents are engaged in the process of helping to provide snacks that are nourishing.

The centre encourages the children to think of people less fortunate than they are themselves and engages in raising funds for organisations such as Children in Need and breast cancer awareness. Children also contribute to helping the centre run smoothly, carrying out little tidying up tasks and registering themselves when they come in. Parents say that, because of this, the children have become very good at reminding them to sign them in and out.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
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	2
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	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	1
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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