



Berkswell Pre-school Group

Inspection report for early years provision

Unique Reference Number 250022

Inspection date 07 October 2005

Inspector Janet Ann Keeling

Setting Address Berkswell Reading Room, Meriden Road, Berkswell, Coventry,
West Midlands, CV7 7BE

Telephone number

E-mail

Registered person Berkswell Pre School Group

Type of inspection Integrated

Type of care Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

WHAT SORT OF SETTING IS IT?

Berkswell Pre-School group registered in 1997. The group operate from facilities at the Meeting Rooms which are located in the village of Berkswell. Facilities include, a large hall with an adjacent dining area, a quiet room, kitchen and toilets. The group serves the local community and surrounding areas.

The pre-school group is registered to provide care for 24 children from 2 years to under 5 years. There are currently 19 children on roll who attend for a variety of sessions each week. The group are registered to take nursery grant funded children, although, at present there are no children in receipt of nursery grant funding. A wraparound service is provided for children attending the morning session at Berkswell Nursery school.

The group has appropriate strategies in place to support children with special educational needs and for children who speak English as an additional language.

The group are three days a week on a Tuesday, Thursday and Friday during school term time only. Sessions are from 11.30 -15.00 hrs.

There are four staff who work with the children. Over half the staff hold a recognised early years qualification. The setting receives support from the Local Authority Early Years Team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a very clean and well maintained environment. Children learn about the importance of good hygiene practices through very well established daily routines. For example, children begin to understand why they must wash their hands before snacks, meals and after using the toilet.

Children enjoy a wide range of activities which effectively contribute to their good health and well-being, for example, children complete topic work on, 'how to stay fit', 'what to eat' and 'looking at healthy options'. Children enjoy daily physical activities where they are encouraged and supported to develop new skills, for example, as they complete the obstacle course and play on the large play equipment. Children also enjoy team games and have very good access to a range of wheeled toys, bats, balls, hoops and bean bags.

Children enjoy the fresh air and explore their local environment as they take regular walks with staff to the local spinney, post office, play areas and the village church.

Children's health and dietary needs are met at all times because staff are fully aware of children's individual needs. For example, children's individual requirements are discussed fully with parents on admission, recorded and shared with all staff.

Children's accident, medication and emergency consent forms are in place and well maintained. Children are encouraged to help themselves to drinking water and enjoy healthy snacks, such as, fresh fruit. Although, not all children are able to access the drinking water independently.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a well organised, safe and secure environment, for example, there are alarms on all doors throughout the provision and fire equipment is regularly checked. Children are able to move around safely and freely as identified risks and hazards have been minimised, through the completion of risk assessments, and the effective deployment of staff. Children have good access to a range of suitable and safe equipment which is regularly checked to ensure it is safe for the children to use.

Children are kept safe because staff take positive steps to promote safety within the setting and whilst on outings, for example, children engage in regular fire drills and staff talk to children about staying safe before going on a visit. Children are encouraged to follow the highway code, hold hands, listen to instructions and learn about hazards in their environment. Children benefit from the very experienced and caring staff who are well informed of the groups health and safety procedures, however, the lost and uncollected child policy is not written in line with the National Standards Guidance.

Children are very well protected from possible abuse or neglect, because, the experienced staff are very aware of their roles and responsibilities whilst protecting children in their care. Staff are confident in following the groups child protection procedures and have a designated child protection co-ordinator who would follow through any issues of concern. However, the child protection policy does not contain procedures to be followed in the event of an allegation being made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy, confident and actively enjoy their time in the group, children are eager to learn and participate enthusiastically in a wide range of stimulating and fun activities. Children learn new skills and acquire new knowledge through well planned and free play activities, and through the skilful questioning and listening skills of the staff. Children's development and achievements are monitored by staff who are competent in assessing the children's individual needs.

Children also benefit from first hand learning opportunities within the local community as they take regular walks to the post office, to post their letters, and to the spinney, where they enjoyed collecting leaves and completing 'bark rubbings'.

Children enjoy very positive relationships with both their peer group and staff, they effectively engage in discussion with adults and their peers. Children's self-esteem is fostered well through effective levels of support and encouragement from the staff. Children's behaviour is good due to the staff's consistent and caring management of the children. Children learn to co-operate, share, take turns and show consideration for each other. Children are actively praised for their achievements and encouraged to take pride in their own work, for example, there was great excitement as the children made chocolate apples on sticks, and completed leaf print pictures.

Nursery Education

The quality of teaching and learning is satisfactory and promotes the children's learning towards the Early Learning Goals. Staff have a good knowledge and understanding of the Foundation Stage Curriculum and how to promote children's learning through play. The staff are caring, patient and supportive of the children in their care, they have a high regard for the children as individuals and know them well. Staff provide good role models and have high expectations for good behaviour. Children's challenging behaviour is managed sensitively and consistently by the competent staff team.

The planning is thorough, activities are varied and learning outcomes for the group are clearly identified. However, appropriate challenges for individual children are not identified. All children have equal opportunities for learning; the children are encouraged to talk openly and freely and benefit from the staff's constructive questions, which encourage children to express their feelings and develop their ideas and interests.

Assessment procedures are in place, they are manageable and link effectively to the stepping stones for learning, however, information gained from the children's assessments is not yet fully used to inform future planning. There are appropriate strategies in place to meet the needs of children with special educational needs and for whom English is an additional language.

Resources are of good quality, support all areas of learning and are used effectively. The pre-school accommodation is used well to provide a secure and happy learning environment. Both resources and accommodation have a positive impact on children's learning, although, children's access to 'print' in the environment is limited.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals, they are encouraged and supported to play an active role in the group and make decisions about their play and learning. Children's individual needs are supported by staff, who know the children very well and respond sensitively to their needs.

Children are fully included in all activities and their differences are acknowledged and supported. Children have good access to appropriate toys, equipment and learning resources which, reflect positive images of culture, ethnicity, gender and disability. Children have opportunities to learn about themselves, each other and the world around them. For example, as they celebrate cultural festivals during the year. Children's spiritual, moral, social and cultural development is fostered within the pre-school group.

Children's behaviour is good. Children are fully aware of the groups boundaries and expectations for good behaviour. Children learn to negotiate with others and take responsibility for their own behaviour. Children's understanding of right and wrong is further developed as they respond to gentle reminders from staff, to care for their

environment, resources and each other.

Children benefit from the effective partnership between their parents and staff. The staff welcome informal contact with parents at the beginning and end of sessions; they share information about the children's progress on a regular basis, and parents are able to view their child's development file at any time. Although, feedback from parents regarding their child's care and education is limited. Parents have access to a range of information regarding the group, including a prospectus, policies and procedures, the educational programme, current topic work and daily planning. However, the pre-school prospectus contains limited information on the Foundation Stage Curriculum.

Organisation

The organisation is good.

Children's care is enhanced by the effective organisation and the focused leadership and management of the group. Staff are knowledgeable and fully understand their roles and responsibilities. Policies and procedures work effectively in practice to promote children's health, safety and enjoyment, and also enable children to make a positive contribution.

The premises are welcoming, well organised and effectively supports children's learning and enjoyment. All legally required documentation is in place, however, a written record of complaints has not been maintained and significant changes within the pre-school group have not all been notified to Ofsted.

Children benefit from qualified, experienced and knowledgeable staff, who follow an effective induction programme and who are committed to on-going training and development. Staff have good opportunities to reflect on their own practice, through regular staff meetings and individual appraisal sessions.

The leadership and management are effective in supporting children's early education. The staff work well as a team, they are deployed effectively and are clear about their roles and responsibilities. Staff are involved in the planning of the curriculum which clearly demonstrates the learning intentions for the children, although it does not differentiate for more and less able children in the group. Regular assessments are completed by staff who monitor the children's achievements and progress, although, information gained is not yet fully used to inform future planning. Regular staff meetings are held to discuss daily issues, planning and children's assessments. The staff are encouraged to attend relevant training courses and to work in partnership with the Local Authority Early Years team. There is a good commitment from managers and staff to continue to monitor and evaluate their work and to develop the educational programme.

Overall, the provision meets the needs of the range of children who attend.

Improvements since the last inspection

At the last inspection the setting were asked to; maximise the use of space in the environment when setting out activities, develop the staff's knowledge and understanding of child protection issues, review the accident, complaints, equal opportunities and special needs policies and to develop there observation and assessment procedures.

Since the last inspection the setting has re-organised the learning environment which now enhances the children's learning and encourages their independence. Staff have attended relevant child protection training and are confident in putting their procedures into practice. The accident, complaints, equal opportunities and special needs policies have all be reviewed and now comply with the National Standards Guidance. However, procedures for the recording of complaints remains as a recommendation following this inspection. Effective observation and assessment procedures are now in place which enable staff to competently monitor the children's learning and progress.

Complaints since the last inspection

There have been no complaints since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- update the child protection policy to ensure it includes procedures to be followed in the event of an allegation being made against a member of staff and review the lost and uncollected child procedures to ensure they are written in line with the National Standards Guidance

- make sure that Ofsted are notified of all significant changes and ensure that a record of all complaints is maintained.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- use information gained from children's assessments to inform planning, and ensure future planning provides appropriate challenges for all children
- further develop the learning environment to ensure children have access to an environment that is rich in print
- review the pre-school prospectus to ensure it contains good quality information regarding the Foundation Stage Curriculum.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk