

# Bath Opportunity Pre-School

Inspection report for early years provision

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**Unique reference number**

EY358002

**Inspection date**

01/12/2009

**Inspector**

Denise Franklin

**Setting address**

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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**

Bath Opportunity Pre-school is a setting run by trustees of a registered charity and is registered primarily for children with special educational and care needs. It is on the Early Years register. The group registered at the new Three Ways School site in Bath in 2007, though it has been running since 1979 at other sites in Bath. The new building offers two play rooms, two other rooms, access to two therapy rooms and associated facilities. There are enclosed play areas for outdoor play. The setting has disabled access and facilities. The setting has very close links with Three Ways School and have access to many of their specialist facilities.

The group is registered for a maximum of 26 children under five. Currently the setting has 36 children on roll in the Early Years Foundation Stage, and within this, 32 have special educational needs and/or disabilities.

The setting is open weekdays in term times from 9.45am to 12.15pm and also from 1.15pm to 3.45pm on Monday, Tuesday and Thursday with a lunch session available between sessions. Children attend for a variety of sessions. The group offer a holiday club to provide respite care. A variety of specialist teachers and therapists visit the group to work with parents and children.

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

Overall the quality of the provision is outstanding.

Bath Opportunity Pre-school provides outstanding provision and care for its children. The setting is highly effective and all children are achieving extremely well in relation to their varied and often very complex starting points. There are outstanding partnerships with other providers, parents and other agencies so that the individual needs of all the children are fully met and children are included in all aspects of the setting. Leadership and management, including the capacity for sustained improvements, are outstanding.

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

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

- provide opportunities for children to experience the diverse cultures of the society in which they live.

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

Under the strong leadership of the manager and her deputy, the staff work very effectively as a team. The leaders use a range of strategies extremely well to monitor and evaluate practice to ensure that the setting has continued to improve

its provision. This has enabled the setting to maintain its outstanding judgements from the last inspection. Leaders ensure that the provision is fully inclusive. Continual professional development is a very high focus for all staff and this ensures that the children's individual needs can be met however complex. Staff are fully committed to ensuring the best possible provision is available for each child. Safeguarding procedures are outstanding and rigorously implemented. This includes detailed risk assessments for all aspects of the setting to ensure the safety of the children in their care.

Resources are high quality and meet the needs of the children extremely well. For example the interactive white board is well positioned to enable children in wheelchairs to have access to it. Staff ratios are high, often providing individual support for children for the majority of the time.

Partnership with others is outstanding. The setting has extremely close links with the special school on site and use a range of their facilities regularly, in particular the sensory room, soft playroom and the hydrotherapy pool. Support services, such as a music therapist and speech and language therapists are also shared. Other services such as physiotherapist, occupational therapist and educational psychologists work closely with the setting to ensure the children receive all the support to which they are entitled. The setting also provides an excellent outreach service to support children in their homes or in other settings. Transition arrangements are very carefully planned and staff provide excellent support to ensure the move for each child to a new school or nursery is successful. This support is much appreciated by parents. Leaders ensure very high quality safeguarding for the children.

Partnership with parents and carers is outstanding. Parents and carers are fully involved in all aspects of their child's learning and development in particular with their child's Individual Education Plans and Care Plans. Staff and parents make excellent use of the communication books to share information and concerns. Parents and carers have access to their child's learning diary and celebrate any achievements at home or in the setting by using the 'wow cards'. One parent said that the strength of the setting is that it focuses on what the child 'can do' rather than 'can not do', which makes it a positive experience for the children and the parents. Several parents feel that the setting provides excellent support for the whole family. A room is provided for parents/carers who travel long distances in order for their child to attend the setting. They are able to relax whilst their child is at play with other children and meet other parents. There is also plenty of information available to the parents. 'Play and Stay' sessions are available at various venues to support parents and carers, particularly those with concerns about their child's development and feeding habits.

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

Children thrive in this highly effective and stimulating environment and achieve extremely well. Relationships are very strong and key workers have excellent knowledge of the individual and often complex needs of each child. The care and

welfare is outstanding and the staff are very skilled at listening to the children and responding to their needs. For example, in the caterpillar room the youngest children were enjoying a healthy snack and were being encouraged to eat and drink by staff. One small child was observed responding to a noise from a shaker out of a treasure basket and another enjoyed putting a ball through a hole and watching it go down a pipe. Adults used praise very effectively and used signing to communicate with the children. Older children in the butterfly room enjoyed a planned session outside. With support, they enjoyed using the climbing frame, riding tricycles and pushing cars. Adults provided enough support to ensure the children were safe and at the same time allowing them to take some risks. This supports their learning and development extremely well. Children have access to a safe covered outdoor area as well as a larger area for more physical activities. They also regularly use a number of facilities in the main school and a small group were observed in the sensory room. Here the children responded extremely well to the lights, sounds and materials because of the individual care and attention given to them by highly skilled staff.

Planning, in both rooms, is detailed and the room for the older children use an overall theme in planning. For example they are currently preparing the children for Christmas because they recognise that many of the children find any change in their daily routine difficult. Alongside this planning, activities are carefully planned to help children achieve their targets on their individual education plans. These plans are comprehensive and have small achievable steps to ensure that the child is making progress and achieving to the best of his/her ability. Staff use signing and visual timetables and clear speech extremely well to communicate with the children. Each child has a learning diary, which has detailed observations, photographs and any other relevant information such as individual education and care plans. The setting uses the statements from The Early Years Foundation Stage framework very effectively to track each child's progress in learning and development.

All welfare requirements are fully in place. The whole environment is exceptionally clean and facilities are very high quality. The setting pays excellent attention to hygiene to ensure that the children are very well cared for. Safety checks are rigorous. The excellent displays around the rooms and corridors encourage the children to touch, feel and use the photographs to support their own learning and development and encourage independent learning. Children are encouraged to eat healthy snacks and drinks are readily available. Staff respect children's choices and provide excellent support to parents and carers regarding eating habits such as diet, feeding and chewing. The Children's Right's Charter is embedded into practice and children are encouraged to communicate however they can and staff listen. They are encouraged to make a positive contribution to the setting. Children have designed Christmas Cards using the interactive white board to sell to parents and carers. The setting has identified that it would like to develop strategies to help the children have some experience of celebrating the diverse cultures in society today. All children who attend Bath Opportunity Pre-school, whatever their individual needs, are extremely well supported and prepared for their next stage in learning and development.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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