

Bomere Heath Sunshine Pre-School

Inspection report for early years provision

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Inspector Linda Tomkins

Setting address Bomere Heath C E Primary School, The Crescent, Bomere Heath, SHREWSBURY, Shropshire, SY4 3PQ

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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

Bomere Heath Sunshine Pre-School opened in 1997. It operates from a demountable classroom in the grounds of Bomere Heath primary school, Shropshire. The playgroup serves the local rural areas. All children share access to a secure enclosed outdoor play area. The group is open each weekday on Mondays, Tuesdays and Wednesdays from 9am to 3pm and on Thursdays and Fridays from 9am to 11am during school term times. The group is accessed via a ramp.

The group is registered by Ofsted on the Early Years Register. A maximum of 20 children may attend the group at any one time. There are currently 23 children aged from two to four years on roll, children attend for various sessions. The group is in receipt of funding for nursery education. The group supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

There are five members of staff, four hold appropriate early years qualifications. The group receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and secure environment where they are able to make good progress towards the early learning goals through a varied range of activities that challenge and hold their interest. This is an inclusive group, where each child is recognised as unique and staff ensure that their individual needs are met. There is a strong working partnership with parents and other professionals. Most of the effective procedures are well-planned and implemented to ensure the group reflects on their practice to monitor the care and education of children. Staff are committed to improving their skills by regularly attending training.

What steps need to be taken to improve provision further?

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

- review the procedure to record the arrival and departure of visitors to the group
- improve the two way flow of information for parents by adding Ofsted's contact details to the complaints procedure
- extend planning to ensure effective continuity and progression by sharing relevant information with other settings that children attend.

The effectiveness of leadership and management of the early years provision

The group has detailed procedures to ensure children are safe and their welfare is promoted, for example, effective recruitment and vetting procedures are in place. The management committee ensure relevant details and staff records are available for inspection. Staff have a good understanding of safeguarding children and of their role and responsibilities in reporting concerns. The group has systems to ensure that the majority of staff are qualified and suitable to work with the children and that their continued suitability is well monitored. All new staff undertake an induction programme which includes examination of the policies and procedures. Staff regularly attend training to increase their knowledge and skills and attain qualifications.

Risk assessments of the premises are completed and are in regular use and review. Daily checks are undertaken on all parts of the premises that the children come into contact with and all areas are monitored by staff. But the procedure for maintaining an accurate record of visitors is to be reviewed. All of the required policies, procedures and documentation are stored on the premises, together with details of the regulatory information regarding children's individual needs. The group implements their policies and procedures to ensure all aspects of children's welfare are protected.

Partnership with parents is strong and well developed. They value the group and the care that their children receive. They are aware of the activities their children are provided with and receive verbal reports on a regular basis. However, the two way flow of information to parents is to be improved by including Ofsted's contact details to the complaints procedure. Parents make individual appointments to talk to their children's key worker, discuss progress and examine their record development folders and scrapbooks. Daily verbal communication between staff and parents helps to keep parents informed of their children's care and well-being. They write letters of thanks and comment, 'many thanks for all your help' and ' lovely to see such contented children'.

The group has procedures for identifying any additional help required for the children and is aware of how to seek appropriate support from other agencies to ensure that each child benefits from a positive experience. A settling-in and admissions procedure means that children feel reassured by the staff, who create an environment which is warm and accepting of everyone. The group is examining methods to extend information shared with other settings and Early Years Foundation Stage providers that some of the children attend, to avoid duplicating activities. Staff ensure a smooth transition to school by transferring the development records. They are in close contact with school teaching staff as the children are taken into the school to use the hall for physical education sessions.

The management has a strong attitude to the further development of the group. Through their process of self-evaluation the staff identify their key areas for further improvement, for example, to use the electronic self-evaluation form as a working document for improvement and make improvements to the outdoor areas.

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

All children are fully included within the group because staff ensure children are able to access an exciting range of activities and equipment. Children cooperate with each other, sharing resources as they play together in the 'Vets' role play area and at the construction table. Children choose a variety of writing materials and creative resources such as pasta and ribbon to make collages and displays.

Children can access the resources as they are stored at low level and clearly labelled. Their technology skills are developed, as they use the computer and they are competent when operating battery powered toys and playing shape sorting games and jig-saws. The group celebrates various festivals, for example, dressing up in costumes for Diwali. They discover other cultures and taste different foods from around the world. The group has a wide range of equipment which reflects the diversity of society and children are encouraged to make choices and decisions. Staff skilfully engage with the children by talking to them and encouraging independence. For example, children access the toilet and manage their clothing as they change into their shorts for their physical education sessions. Further opportunities are provided to allow children to help themselves to drinks and to prepare and serve snack food.

Staff have detailed records on each child's progress and preferred methods of learning and activity. They work closely with the parents and ensure they have access to their children's record development files. There is a formal method of monitoring and evaluating the effectiveness of the activities provided for children to accurately measure children's progress in the Early Years Foundation Stage and inform the 'next step' individual plans for children.

Children are learning about the wider world as they use and have access to natural materials in the outdoor area to grow spring bulbs and flowers. They enjoy finding out about their community with visits from a Police officer and visits to the post office. Children have regular opportunities to count and reason during daily routines such as working out how many children are in the group today and holding up their fingers to count. Children use paint brushes, spatulas and scissors with increasing control and enjoy their sensory play with paint, dough and sand.

Space within the group is well-utilised so that children can choose their own activity such as, building constructions from interlocking plastic bricks and painting a 'masterpiece' at the easel. They listen avidly to stories, such as 'Brown bear, brown bear' the children freely interact and recall the story. The development of children's literacy and communication skills is particularly good as children and staff use alliteration and phonically sound out the letters on the children's name cards.

Children are able to move freely between activities and generally play companionably side by side.

They are taught to adopt a good standard of hygiene as they are helped to

understand how and why they wash their hands before food. One child said 'you get germs, they make you poorly'. Children are provided with healthy snack food and enjoy their packed lunches whilst sitting and chatting with staff. The group makes effective use of the outdoor area and children have regular opportunities for physical activities such as singing and dancing to activity music. Staff dance with the children and encourage them to move and rhythmically and interpret music whilst miming actions.

Behaviour within the nursery is very good, children understand levels of acceptable behaviour and are learning to share and take turns. They work hard as they help to tidy the toys away. Staff manage behaviour in a calm, consistent manner and frequently inject moments of laughter into proceedings by falling over and pretending they have slipped into water. Children treat one another and staff with affection and respect. The confidence they develop during their time in the group ensures they are active learners and prepared for the future.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	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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