

Beansheaf Community Pre-School

Inspection report for early years provision

Unique reference number 507892
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Inspector Doreen Forsyth

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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

Beansheaf Community Pre-school was registered in 1995. It is organised by a voluntary parents committee. The pre-school is located in the Beansheaf Community Centre at Calcot, near Reading, in Berkshire. The group has access to an enclosed outdoor play area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to provide care for up to 35 children in the early years age range at any one time. Currently there are 47 children on roll, of these 42 are in receipt of government funding for nursery education. The pre-school is open each morning during school term times between 9.20 and 11.50, and on Tuesday, Thursday and Friday afternoons between 12 noon and 2.30pm. A lunch club is available on Tuesdays and Thursdays. The setting also offers a breakfast club. The pre-school welcomes children that may have special educational needs and those children that speak English as an additional language.

There are six members of staff working with the children; of these, three have relevant early years qualifications at level 2 or 3. One member of staff has a teaching degree. The pre-school receives support from the local authority and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Beansheaf Community pre-school provides a very welcoming environment and offers many stimulating experiences to young children. All of the children are helped to progress in their learning and development whatever their backgrounds. The setting works in partnership with parents, and other outside agencies when necessary, to ensure the children's welfare needs are always met and they are helped to feel secure and safe. The pre-school has progressed well since the last inspection. The manager, staff and committee continually review and evaluate the quality of the provision that is provided, they have an accurate understanding of the strengths and weaknesses of the provision they offer and continually take effective steps to improve.

What steps need to be taken to improve provision further?

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

- improve the information given to parents by ensuring they can easily access information about the setting's child protection procedures and how to make a complaint if necessary
- use the well kept observations that are made on the children's progress to plan for a next step in their learning and to ensure that all aspects of the early learning goals are fully promoted

- ensure that the record of any accidents that occur at the setting is well maintained and contains all appropriate detail.

The effectiveness of leadership and management of the early years provision

The pre-school is well managed. All of the documentation, records and policies that are necessary for the efficient and safe management of the Early Years Foundation Stage and to promote the children's safety and welfare are well kept. Most of the policies and procedures are available to parents but they are not displayed or kept where they are always easily accessible to them. The record of any accidents that happen in the pre-school does not always include all the relevant information. The children's safety and well-being is paramount to the staff. They are all confident in the procedures they must follow if they have any child protection concerns. The manager links with outside agencies whenever necessary to ensure all children are protected and kept safe. The setting also works closely with other providers that the children use, such as childminders, to ensure the integration of their care and education. All the adults in the setting have undertaken appropriate vetting procedures. Any unvetted adults are not allowed unsupervised access to the children. There is a sound partnership with parents and carers. They are able to help out on the rota, serve on the management committee and assist with fund raising events.

Children play in a very welcoming and secure environment. They have access to a wide range of well-maintained resources that are attractively set out in the bright and spacious hall. The resources are organised well so that children can easily access the toys and equipment and choose what they wish to play with. This promotes their independence and helps children to take an active role in their learning. Most days the children are able to play in the secure outside play area. Staff ensure the children are escorted through the centre to the outside play area. The pre-school uses a community centre that is situated in a park and wooded area; they take advantage of this by going for walks and exploring the environment. The staff have risk assessed the premises and the outings they undertake well; they have identified and minimised any potential hazards to the children.

The pre-school endeavours to promote inclusive practice; the well-qualified team of staff know the children they care for very well and they continually work to meet the children's individual needs. The pre-school has clear plans and priorities for future improvement, such as developing the outside play area. Together the staff discuss, assess and monitor the quality of the provision that they offer.

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

Children are very happy and settled, they enjoy their time at the pre-school and have made some firm friendships. The children are progressing well in their learning because the caring staff team know the children well and have a good

relationship with them. Children take part in a very wide range of interesting activities that the staff plan for them. Staff regularly observe and record their key children's progress and achievements. The setting uses a local authority system to record the children's progress and activities, but these do not identify any next steps for the children's learning that their key workers can help them to meet, or ensure that all aspects of the early learning goals are fully promoted. All the observations are shared with parents who are encouraged to add their comments about their children's learning to the records if they wish.

The regular daily routines help the children to quickly settle and feel confident in the setting. They demonstrate a willingness to keep themselves and others safe through their good behaviour. For example, they know that they should not run inside as this may cause accidents and they understand why they regularly practise emergency evacuation procedures. When at the pre-school the children enjoy healthy daily snacks and drinks. If they stay over the lunch period parents provide lunch boxes. Staff try to ensure these are balanced and nutritious; they often give parents information about healthy eating in their newsletters. If children have any special dietary requirements these are suitably noted and observed. The children are beginning to develop good hygiene routines such as washing their hands before eating and after playing outside. Staff ensure children have very good opportunities to engage in many physical activities. Indoors they practise their physical skills using a climbing frame, slide and different wheeled toys. They play outside in the fresh air most sessions. When in the outside play area they use many different resources; these include balls, digging with spades in the garden area and playing musical instruments. They also go for walks locally and explore the fields and woods around them.

Through their activities and experiences the children begin to learn about diversity and the wider world. Children from a number of different backgrounds attend the setting; their parents are encouraged to share something of their heritage with the children if they wish. In their daily play the children use different resources such as small world figures, books and dolls to support their understanding of diversity. The pre-school has some 'rules' displayed that the children helped to formulate; these are reinforced with the children at group times. The children behave very well and they are learning to consider the needs of others. They quickly are able to share and take turns. The children are progressing well in communication, literacy and skills relating to communication technology. They listen well to stories, enjoy using the laptop computer and are learning about co-operating with others. For example, they work together using the new sit-on scooters in the hall and they are mostly skilled at avoiding the children playing with floor toys. These activities help the children to develop some of the skills they will need in the future and become active and inquisitive learners.

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	3
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	3

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

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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Annex B: the Childcare Register

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

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