

Bolton Under 5's Preschool

Inspection report for early years provision

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Inspector

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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*.

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

Bolton Under 5's Preschool opened in 1977. It is a voluntary organisation and managed by a committee of parents. The preschool operates from the Beddington Centre in the village of Old Basing, near Basingstoke.

The preschool is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The preschool is registered for a maximum of 26 children. There are currently 41 children on roll in the early years age group. The preschool is open term time only and offers flexible hours Monday to Thursday between 8.30am and 2.45pm, and Friday 8.30am to 1.00pm. There is an enclosed garden for outdoor play. The preschool supports children with special educational needs and children who speak English as an additional language.

Eight members of staff work with the children on a full and part time basis. Three members of staff currently hold a suitable childcare qualifications. A further three members of staff are currently working towards early years qualifications and the deputy manager is working towards gaining Early Years Professional Status (EYPS).

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children feel secure and happy at the preschool, and enjoy a good range of play experiences to support their development. However, planning and assessment for children is not fully effective. The preschool takes positive steps to improve and maintains stable continuous improvement. At times, some procedures and practice are not always consistent. Effective communication with parents and others leads to consistency and continuity in children's care and learning. Overall, there is a good range of resources, although some areas lack sufficient extension to support children's learning further.

What steps need to be taken to improve provision further?

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

- develop observations further to ensure they are fully systematic, and use the observations and assessments to identify learning priorities, and plan relevant and motivating learning experiences for each child. Clearly match the observations to the expectations of the early learning goals
- review and consider the learning environment and resources to further enhance children's learning and development, for example, adding a word bank
- promote the good health of the children and take necessary steps to prevent the spread of infection
- ensure children's behaviour is managed fairly and consistently

- review documentation to ensure procedures are fully effective in the event of a parent failing to collect a child at the appointed time.

The effectiveness of leadership and management of the early years provision

Staff have a clear understanding of their responsibilities to safeguard children's welfare. They undertake safeguarding training, for example, as part of their induction, and some staff have completed level two safeguarding training. As a result, staff have a sound understanding of potential signs and symptoms of abuse, and the procedures to follow in the event of concerns arising. A clear safeguarding policy and procedure are in place and the preschool ensures parents' are aware of it. Consequently, the preschool securely safeguards children's welfare. Suitable risk assessments are in place to promote children's safety appropriately whilst at the preschool and on local outings. Most policies and procedures are fit for purpose, although procedures to follow in the event of a parent failing to collect children are not fully effective.

The preschool Special Educational Needs Co-ordinator (SENCO) successfully implements individual educational plans. She has good partnerships with other professionals and parents, working closely with them to promote children's good progress and outcomes. The preschool takes positive steps to support children and families who speak English as an additional language, such as, arranging for interpreters to come in to aid communication.

Staff do not always manage children's behaviour fairly and consistently. This does not ensure the rules and boundaries are equal for children. As a result, this reduces children's secure understanding of the rules and boundaries. Staff do not always provide clear guidelines to children about the expectations of behaviour during activities, such as, sitting down when chosen during a group activity.

The preschool is beginning to use self-evaluation to identify the main strengths and some of the areas for improvement accurately. The preschool takes positive steps to make improvements, for example, visiting other preschools. As a result, they make changes to benefit the children, such as, improving the garden to ensure all six areas of learning are available. Staff are undertaking training for recognised qualifications. This promotes and supports the steady driving of improvement. The preschool have suitably assessed their resources and have purchased new items to replace older ones. Some areas of learning lack sufficient extension to underpin children's learning further, for example, word banks and name cards in areas children may wish to use their emergent writing or write their names on their own work.

Parents' have access to good information about the preschool and its service. Good communication with staff ensures parents' receive and exchange information about their children's time and progress at preschool. Questionnaires enable the preschool to find out parents' views and suggestions. Parents are welcome to become involved in the preschool, such as, joining the committee or sharing their

skills and knowledge. Newsletters and text messaging services keep parents well informed of changes and events at the preschool.

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

A good variety of play experiences and activities soundly support children's learning and development. Children freely choose what to do and some children involve themselves in play for extended periods. Staff interact with children warmly and kindly. The more experienced staff make effective observations with children and ask questions to develop children's thinking skills. Staff undertake on-going observations for all children and demonstrate sufficient understanding of links to the early learning goals. However, within the children's individual records of progress the observations do not reflect links to the early learning goals. Observations are not always effectively utilised to fully assess and extend children's learning on a continuous basis. As a result, staff do not always robustly identify and consider children's next steps of learning or plan for children's progress securely. This impacts on children fully developing their skills for the future.

Children feel at ease at the preschool and overall develop good relationships with their peers. Children respond positively to staff, enjoying chatting with them. Staff promote children's suitable understanding of staying safe with regular prompts and explanations, such as, asking children to pick up toys to avoid a trip hazard or not to climb on unsuitable equipment in case they hurt themselves. Staff support new children well in the transition to settling in at preschool, ensuring children are reassured. Children demonstrate a sound understanding of most of the routines, such as, listening when they hear the shaker. Children develop good levels of self-esteem and confidence as staff regularly praise and encourage them. Some children demonstrate a willingness to help, such as, putting chairs around the table at snack time when they see staff getting the tables ready. Staff appreciate their help and involve further children in helping, supporting their social skills. This helps children make a positive contribution to the preschool. At times though, children become noisy and uncooperative and staff do not always manage this behaviour well.

Children develop awareness and appreciation of their own cultures and beliefs, and those of other people. They take part in different activities, for example, food tasting and art activities in relation to these. The preschool celebrates and incorporates the different backgrounds of the children and families well overall. They invite parents to come in and talk to the children, bringing items of interest in relation to celebrations, such as, Diwali or their country of origin. This positively values the children and their families.

Free access enables children to enjoy and benefit from the well considered outdoor area. Children explore and experiment with a range of different mediums and resources, such as, sand, water, crates and tyres. This enables children to actively be creative and extend their physical skills, for example, balancing on the crates or watching the water cascade down the drainpipes. Children bring healthy snacks to

preschool from home and staff provide a good role model at snack time by eating fruit themselves. This soundly supports children in developing a healthy lifestyle. Reminders from staff ensure children wash their hands before they eat their snack and some of the older children do this independently. Tissues are easily accessible and children use these with and without staff support. However, children do not wash their hands afterwards. As a result, cross infection is not effectively minimised. Children's unhygienic habits, at times go unnoticed by staff. Subsequently, children put their unwashed hands directly on clean tables, for example, when sitting down for lunch. As a result, this contaminates the tables and children are at risk of cross-infection.

Modern technology equipment and toys enable children to develop their understanding of the use of these in the society. Children during role play use the toy washing machine, microwave and keyboards, for example. Children enjoy using the laptop and some more able and older children are able to use this independently. Children use their emergent writing for a purpose in the 'office' area, although resources to extend their awareness and letter formation are not readily available, such as, name cards, letters of the alphabet and words. Children develop recognition of their names, through the self-registration process and use of name cards at snack time. Children extend their enjoyment of books, such as, borrowing books from the preschool library. Children enjoy sitting in the book with staff both individually and in small groups to read books. This soundly promotes children's interest in books and supports their language skills.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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