

Baston Pre-School Limited

Inspection report for early years provision

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Inspection date	11/01/2010
Inspector	Elizabeth Ellen Mackey
Setting address	83 Baston Road, BROMLEY, BR2 7BS
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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

Baston Pre-School Limited was registered in 2009. It operates from a single story building in Hayes, in the London borough of Bromley. It is a co-education provision for children aged from two and a half to five years. The children are divided between a lower kindergarten, and upper kindergarten.

The setting operates Monday to Thursday from 8.30 am to 3.30 pm and on Friday from 8.30 am to 12.30 pm during the term time only.

There is a team of eight staff, including support staff. All staff hold appropriate qualifications and relevant experience to their positions. Children also have specialist dance and French lessons. The setting is registered on the Early Years Register to provide care for a maximum of 40 children at any one time. There are currently 37 children on roll, some attend on a part time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and secure, they clearly enjoy their time at the setting. Staff are skilled on focusing activities around children's personal interests and abilities and as a result children make good progress. Strong links with parents and carers help to involve them in their children's care and education and they are kept very well informed of their progress. This is the first inspection since registration and there are effective systems in place for monitoring and evaluating the quality of the provision, therefore, demonstrating a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the system to enable parents to contribute to their children's development records
- ensure the nominated person for child protection updates their knowledge of the Local Safeguarding Children Boards Guidance (LSCB)

The effectiveness of leadership and management of the early years provision

The setting effectively safeguards children's welfare. There are robust systems for recruitment to ensure that children are cared for by an appropriately qualified and vetted staff. All staff are aware of their responsibility and the procedures to follow in the event of safeguarding concerns. It is recommended the manager, who is the nominated person for child protection updates child protection knowledge. Effective risk assessment procedures ensure that the environment is safe for

children and a record is maintained of checks. All of the required documentation that promotes the health, safety and well-being of children is in place. The staff team are established and work well together, sharing tasks and responsibilities throughout the session. The environment is rich in resources and used to create a stimulating learning environment for children.

The dedicated team are successfully led by an enthusiastic manager who is passionate about the service they provide for children and their families. The team regularly meet and reflect on practice and they have a clear vision for future development. Their aims are clear and are targeted to improve outcomes for children, for example, reviewing and updating policies and ongoing development in the system for planning. There is a keyworker system in place and staff work closely with parents to ensure a joint approach to meeting children's individual needs and to ensure that equality and diversity is effectively promoted. Inclusion is also demonstrated when children are invited in on days they do not usually attend to ensure they are included for special occasions. For example, all children are invited to attend the celebrations for Chinese New Year, where adults and children are dressing up in Chinese costume and enjoying traditional Chinese food. Parents are involved and contribute, for example helping with costumes and making goody bags for children to take home.

Parents are kept very well informed of the programme of activities and they have regular opportunities to discuss their children's progress. However, the system to include parents contributions to records has not been fully developed. A recommendation is made for this, which will demonstrate the settings commitment to partnership in identifying children's next steps. Parents are extremely happy with the care and education their children receive and they are fully involved in all aspects. The setting works well in partnership with external agencies and other providers where appropriate, and shares information effectively. This helps ensure children benefit from continuity in learning and care.

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

Children enjoy participating in the range of activities designed to stimulate their interest and challenge their learning. For example, they creatively use junk material to make binoculars and telescopes. They peer through their completed models, joyfully telling staff they can see them. Children enjoy engaging in role play activities as they dress up in a variety of costumes and pretend to look after "their babies" in the home corner. Children have continual access to cosy book corners where they can sit and enjoy books and quiet activities. The environment is stimulating, there are letters of the alphabet displayed around the room, for example on posters, artwork and furniture. Children also have a reading folder and take books home every day. A variety of creative activities, such as painting, sand and water play provide children with opportunities to develop their fine motor skills and have fun. Children develop skills for the future when they confidently use the computer on a regular basis. There is a good balance of adult led and child initiated play and staff interact with the children in a warm and caring manner; acknowledging their achievements with praise and encouragement. This fosters

children's self- esteem and helps them to feel safe.

Children learn to take responsibility, for example they help to tidy up and to inform a member of staff if they need to go to another room. Children behave well as they are encouraged to respect each other and value each other's differences. They are skilled in taking turns, sharing toys and demonstrate good manners. They adopt routine hygiene practices, for example, washing their hands after a messy activity or before lunch time. Children sit together at lunchtime and it is a social occasion. Children bring their own packed lunches and drinks are available throughout the session, ensuring they remain hydrated. Children benefit from playing outside in the large outdoor area that is well equipped with equipment for climbing and balancing.

Children take part in a wide variety of activities that support their development across the six area areas of learning and they enjoy a balanced daily routine. Staff make regular observations of children's achievements and use these to plan activities that build on their knowledge and skills. Staff know the children well and they ensure activities are well matched to children's interests and needs. All children are offered specialist French and dance lessons.

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	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

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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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