

# Bo Peep Pre School

Inspection report for early years provision

---

**Unique reference number**

133010

**Inspection date**

18/06/2010

**Inspector**

Carol Cox

**Setting address**

The Methodist Church Hall, High Littleton, Bristol, Avon,  
BS39 6ZP

**Telephone number**

07971914659

**Email**

**Type of setting**

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Bo Beep Pre School has been open since 1976. It operates from three rooms in High Littleton Methodist Church Hall in the village of High Littleton near Bath. The group has access to the hall, a quiet room and the church room as well as an outside play area which is enclosed during use. The pre-school is open during school term times on Monday and Tuesday from 9.00am until 3.00pm, and Wednesday and Friday from 9.00am until 1.00pm. Lunch sessions are offered daily from 12.00pm until 1.00pm which children can attend if desired.

The pre-school is registered on the Early Years Register. A maximum of 24 children may attend at any one time. There are currently 35 children on roll, all of whom are in the early years age group. The pre-school is registered to receive government funding for nursery education.

The pre-school is run by a committee which employs five members of staff to work with the children. Four staff are appropriately qualified for their roles and responsibilities within the setting and one other is working towards suitable qualifications.

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

Overall the quality of the provision is good.

Children are settled and happy at pre-school and become eager and enthusiastic learners. Their individual care, learning and development needs are carefully identified and met through good partnerships with parents. Staff and the management committee work closely together to ensure the welfare and learning requirements of the Early Years Foundation Stage are met for all children. There is good recognition that each child is an individual and their needs are met accordingly. Since the last inspection the pre-school has sought support and has addressed all the actions and recommendations thus demonstrating their commitment and capacity for continuous improvement.

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

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

- continue to develop children's learning records to include regular assessments of children's progress to inform planning for next learning and which clearly demonstrate how children make progress from their starting points
- ensure information maintained about children is organised effectively and shared confidentially

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

Children are effectively safeguarded because staff have a good knowledge and understanding of how to recognise the signs and symptoms of different forms of abuse. They have a good knowledge of the Local Safeguarding Children Board procedures and are able to take appropriate action should they have a concern about a child. Children are further safeguarded by the robust policies and procedures in place. For example, there is now a rigorous staff recruitment and vetting procedure in place to ensure children's safety. There is a commitment to drive improvement and the new management committee and staff team have worked extremely hard to address the actions arising from the last inspection. They have put into place an action plan clearly highlighting areas where improvement and actions have been reviewed and taken. For example, there is a new system of staff appraisal to identify strengths and areas requiring further training and development. The whole staff group are involved in a quality assurance scheme supported by advisors from the local authority, thus ensuring further developments. Staff obtain all necessary consents and information from parents about children's care needs. However, at present these records are not organised coherently to enable staff to easily seek guidance about children should they need to.

Children enjoy easy access to resources which include natural and recycled objects to support and challenge their learning. The playroom is a large, light and inviting and children benefit from opportunities to move their learning and play outside. For example, children enjoy experimenting with foam and squeal happily when they watch it being blown off their bicycles by the wind. A committee member has completed a detailed risk assessment to cover all aspects of the setting, thus securing children's safety. Staff and children practise the fire evacuation regularly. Staff have a sound understanding of how to identify and meet the needs of individual children through their effective partnerships with parents and others involved in their care. For example, staff have worked closely with parents to learn some key words in a child's home language to help her settle. Another child has brought in souvenirs from his trip to his parents' home country which were shared with other children at show and tell time. The pre-school has built very good relationships with the local primary school and other services which support children. Local people are becoming involved in a regular coffee morning to further root the pre-school in the community. Parents are invited to contribute towards children's learning diaries through 'wow' stickers. Children are routinely asked for their ideas to plan for future activities.

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

Children make good progress and thoroughly enjoy their time at pre-school. They benefit from a well-balanced range of activities planned to offer opportunities for learning in all areas. Staff have introduced a new system to record children's progress and plan for their next steps in learning. This system is in its infancy.

These records do not yet include initial assessments making it difficult to judge children's progress from their starting points. However, staff have a deep knowledge of each child in their key groups and understand how to promote learning through planned activities and child-initiated play. For example, when younger children are in the play house they decide it has turned into a boat. They prepare for a journey then realise that they will need food. A member of staff helps them assemble a picnic, at the same time encouraging them to count, name and discuss the food they might need on a journey. Through finding their name labels at snack time children begin to recognise their own names and sometimes the names of their friends. Children learn to understand and express their own bodily needs and recognise when they are ready for a snack and choose when to eat. They sit and chat with friends and staff who promote linking sounds to letters in their names. During creative play younger children learn how to use a camera as the member of staff explains how it works and offers simple tips for taking good photographs. Staff use their good knowledge of each child and their interests to plan specific activities. For example, one child loves messy creative play so her key person hides shapes and numbers in foam to promote counting and shape recognition. Children have great fun and start playing cooperatively with a construction kit to make camouflage. A boy explains that the camouflage is 'so we can go into the jungle, it makes us look like snails so they can't see us' Unfortunately the bonking hippos see through the camouflage and start attacking the delighted boys who squeal and run away. They soon settle and start making geometric shapes which they name.

Children learn about healthy lifestyles through good hygiene routines and developing independence skills. They learn about food and nutrition and prepare and cook simple foods such as fruit smoothies and pizzas. They all enjoy physical exercise running and pedalling happily in their outside play area and dancing and parachute games when weather is inclement. Children practise physical tasks such as putting on their own shoes and coats. They learn about keeping themselves safe by helping staff make on-going checks of the safety of their playrooms. They learn that too many toys can become a trip hazard and cheerfully pick them up. When on walks in the village or to the local school they practise crossing roads and understand why the staff wear luminous jackets like lollipop ladies. Children's behaviour is nurtured carefully and positively. When a child has a dispute about sharing toys a member of staff listens carefully and helps frame a positive response. The child then is able to resolve the issue by asking the other to share and suggesting they put the box between them. Both happily continue playing pleased with the praise and encouragement from the adult. Children learn about their community and the wider world and begin to make decisions. They develop sound skills which will support their future learning. They contribute their own ideas and help staff in the daily running of the pre-school and show a strong sense of belonging.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

