

# Bottesford Pre-School Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	223197
<b>Inspection date</b>	07/05/2010
<b>Inspector</b>	Andrew Clark
<b>Setting address</b>	The Garden, Belvoir High School, Bottesford, Nottinghamshire, NG13 0AX
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<b>Email</b>	
<b>Type of setting</b>	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**

Bottesford Pre-School opened in 1988 and is run by a committee. The setting operates from a separate building in the grounds of Belvoir High School in Bottesford, Nottingham. The premises are on the ground floor and there is full access. The setting supports children with special educational needs and/or disabilities. A maximum of 28 children aged from two to five years may attend in any one session. There are currently 70 children on roll. Of these, all are in the Early Years Foundation Stage, of which 50 are in receipt of funding for nursery education. The sessions run from 9.00am to 4.00pm five days a week, term-time only. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 12 members of staff. The two managers hold qualified teacher status and over half of all staff have at least Level 2 qualifications. The setting receives support from the local authority.

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

Overall the quality of the provision is outstanding.

This is a fully inclusive setting where the high level of the staff's professional skills means that all children, including those with special educational needs and/or disabilities, benefit from the full range of activities. They make excellent progress. Children feel highly safe and confident. The two managers provide very clear and robust plans for future improvement to ensure an outstanding level of continuous development.

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

To further improve the high quality early years provision the registered person should consider:

- complete the priorities identified in the setting's action plan and self-evaluation.

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

Leadership and management are outstanding. The organisation of the pre-school contributes greatly to the children's excellent welfare and progress. Procedures for safeguarding and to ensure all staff are suitable to work with children are outstanding. Children's welfare is at the heart of the setting's work. Staff have very rigorous systems to ensure children are safe at all times, whether on the premises or on visits, including good use of modern technology. There are very robust and secure procedures for the administration of medication and the recording of accidents and injuries.

The managers enthuse and motivate their staff by fully involving them in self-evaluation and development planning. Their vision to provide high quality and affordable care is very well established. Staff are well qualified and trained for their clearly designated roles. They are reflective and ambitious for the setting. They play strong roles in the development of the early year's provision throughout the local area and there are outstanding links with other providers. The self-evaluation procedures are excellent and lead to very precise and appropriate priorities for further improvement. Staff are very successfully involved in monitoring and evaluating all aspects of the quality of their work. The setting gathers the views of parents, carers and children and acts effectively upon them. The promotion of equality and diversity is outstanding. Staff are well trained and efficient in quickly identifying any barriers to children's success and drawing on their own skills and those of specialist support agencies to overcome them.

The engagement with parents and carers is outstanding and has a very positive impact on children's personal development. Parents and carers find staff very approachable and appreciate the care they show their children. The setting is held in very high regard within the community. Parents and carers receive an excellent range of information about their children's progress on a frequent basis. The setting provides very useful information on a wide range of children's development issues and provides access to other educational and health professionals, such as speech therapists and physiotherapists.

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

Children are very happy and make extremely good progress towards the early learning goals. The quality and standards of the early years provision is outstanding. The very good links with parents and carers and other providers means useful information on children's progress is freely shared and supports their successful induction into the pre-school. The managers and their staff are very skilled in observing children's development regularly and identifying the next steps in their development. This is used very well to plan for the needs of children of all abilities. There are excellent systems to track the progress of groups of children, as well as individuals. The information from this is used extremely well to identify any gaps in children's learning to enable staff to quickly address them.

The setting makes highly effective use of vibrant and exciting resources, including information and communication technology, to promote all areas of learning and to motivate children. Parents say their children rarely want to go home when parents and carers collect them. Children are very independent and quickly develop self-confidence because they are successfully taught to make decisions for themselves and guide much of their own learning. Many of the activities are skilfully planned to promote high levels of inquisitiveness and observation. The topic on 'bugs' for example, provides exciting opportunities for investigation indoors and out with magnifying glasses and other scientific equipment. The children are excited about the visit from the 'Bug Lady' because staff skilfully prepare them through songs,

rhymes and stories. These skills prepare children very well for the future learning. The staff make very good use of songs and rhymes to motivate and inform children about further topics as well.

Children thoroughly enjoy their learning because they participate in exciting and unusual activities in a safe environment. Visits and visitors make a very good contribution to children's learning. Adults skilfully question and guide children in their learning. This promotes high levels of early literacy and numeracy skills, preparing them well for their next stage of education. Children feel very safe and quickly establish secure relationships with staff, which parents and carers fully appreciate. They learn to respond to signs and labels around the premises which contribute very well to their understanding of safe and unsafe situations.

The development of healthy lifestyles is outstanding. The staff offer a good range of healthy snacks and supply attractively displayed information to guide parents and carers on providing a healthy lunchbox. Children grow their own vegetables and participate in food preparation. Staff make sure all food meets children's dietary and medical needs very well. Songs, rhymes and displays encourage good levels of hygiene. The secure and attractive outdoor area makes a very good contribution to children's progress in all areas of learning. There are especially exciting opportunities for children to climb, roll, run and jump and negotiate obstacles, which all help their physical and problem-solving development.

The setting helps children make an outstanding positive contribution. The enjoyable review sessions at the end of each day encourages children to reflect on what they have learned and be involved in planning what they will do next. Photographs and displays of children's work encourage their self-awareness and pride in their achievement. The setting promotes positive images of diversity very well through its resources and activities. The children's role play activities include Japanese tea ceremonies and Chinese dragon celebrations, which they evidently thoroughly enjoy.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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