

Blagdon Under Fives Pre-School

Inspection report for early years provision

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Inspection date	24/05/2010
Inspector	Janet Dinsmore
Setting address	Blagdon School, Bath Road, Blagdon, Bristol, North Somerset, BS40 7RW
Telephone number	07748 367257
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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

Blagdon Pre-School was first registered in 1968. The group is located in the village of Blagdon in North Somerset. The pre-school moved to their current premises, a single storey purpose built Elliott building which gives disabled access, in December 2003. The pre-school is sited within the grounds of Blagdon Primary School and children attend from the local geographical area. The pre-school offers care Monday to Friday 9:00am - 11.45am with an optional lunch time session from 11.45am - 1:00pm term time only. It also offers an afternoon sessions from 1:00pm until 3:00pm on a Monday, Tuesday, Wednesday and Friday. Children attend aged between two years six months and five years old. There are five members of staff who work directly with the children. All staff work on a part time basis. Currently three members of staff hold a level 3 qualification one has Early Years professional status; staff have a wide range of experience. The pre-school has close links with Blagdon Primary School. The pre-school offers care to children who are in receipt of funding and supports children with special educational needs. The setting receives support from the Local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre school provides a child focussed environment that promotes good learning and progress in all areas of development. The good procedures and policies ensure that children are safe at all times and that all are included. The staff are well trained to do this and use their good knowledge of the EYFS to enable children make good progress. Staff continually review the provision at the weekly staff meeting and there are good resources both indoors and outdoors. There is good 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:

- improve planning of provision by creating a medium term planning framework that records the coverage of all areas of learning over a period of time
- improve self assessment procedures by using the medium term plan to evaluate provision
- audit provision by using a suitable early years environment audit

The effectiveness of leadership and management of the early years provision

The leadership and management of the pre-school is good, staff work well as a team and their ambition for the setting has led to improvements. The designated person for safeguarding has been well trained and seeks advice from the

appropriate authority if there are concerns. Staff are all aware of safeguarding procedures within the pre-school. Daily risk assessment checks are carried out by staff. A sheet is signed by parents to form a register and children are signed out when they are picked up. When children are arriving and departing the door is manned by staff; it is locked the rest of the time. Staff meet weekly to assess the previous week, discuss children's progress and interests and plan activities for the following week that will promote children's learning and development. This is effective self evaluation on a weekly basis. Staff have also evaluated the layout of the room and made changes to how resources were available to children, hence resources are deployed well. However, self-evaluation is not yet formalised though, for example, the effectiveness of written plans or an audit of the environment. Staff are well qualified and good adult child ratios are maintained. The pre-school staff are providing good support for those with significant additional learning needs. There are partnerships with a number of agencies to support additional learning needs and assessment. Support for additional learning needs, including training the staff and children with sign supported speech and picture exchange communication, and is also provided by the local authority. There are good links with social care agencies for children in foster care. There is a good partnership with the primary school on site and transition visits from the reception class teacher and combined events take place. Communication links with other settings that children attend are good through the use of books and phone calls. This ensures the children's welfare needs are met and their continuing development well monitored, reflecting the good commitment of staff to the promotion of quality and diversity. Communication with parents is good, though daily conversations, entrance hall displays including the sickness policy, key worker information and regular newsletters. Parents are pleased with settling in procedures and children arrive happily and the vast majority separate well. Six weeks after a child has started in the setting there is a planned meeting with parents; the results are recorded in the learning journey. The pre-school is a member of the pre-school learning alliance and is run by a committee of parents, so some are very actively involved.

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

Adults' good knowledge of EYFS and sensitive interactions promote good progress in learning. The indoor and outdoor environment is safe and provide child accessible resources to cover all areas of learning. Children freely chose a range of activities, the outside area was set up with resources that they chose including painting and drawing material, cars and water play. Children began the morning playing outside in the sand pit and transferring water from a container to a play area on the ground. This was used by an adult to support the learning with good conversation about what they were doing. Children enjoy painting on a large plastic sheet. Children request additional colours and other equipment from adults using good language. Children enjoying playing in the sand pits said, 'We are making pies'. All interactions resulted in questioning and discussion with children about the activities which promoted their learning and development, for example when using magnets. The exploring area is particularly well equipped with tools, cool glue gun and proper paintbrushes to promote learning. A good range of

construction materials is provided to enable children to make imaginative models which were displayed with annotations showing how the children had made them and why. The provision of the different mark making materials was the result of one of the adults attending a course and implementing what has been learnt, for example putting paper on the underside of tables to encourage boys mark making. There are planned times during the week to do circle time, music, singing with actions and learning to change for physical activity (in Summer Term) is as good a preparation for independence at school. Observations are carried out regularly, key workers knew the children's next steps well and the relationships between adults and children were very good particularly when a child was upset and an adult read a story and comforted them and was joined by other children. Adults joined children on the floor, with wooden natural bricks and sticks, to discuss what they were doing. Children showed sustained concentration with chosen activities for example one child persisted with this and arranged many model insects on the pieces of wood. Children are safe and their welfare is good. Children are independently using the toilet, washing their hands and changing their own underwear if needed. Children with additional learning needs are well supported. Picture exchange communication systems and sign supported speech are used, and all the children are learning signed songs. Snack time is designated part of the routine and adults and children sit at tables together, children help lay the table, hand round the snack and there are good discussions about what they have been doing at the weekend. Children are confident with adults and show good social development. Behaviour was very good and this was promoted by the positive relationships between adults and children. Children ask for equipment that they need and request the computer, use of which is carefully monitored so that children access all learning opportunities.

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	3

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	2
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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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