



Bacton Under Fives

Inspection report for early years provision

Unique Reference Number	251403
Inspection date	13 December 2005
Inspector	Deborah Kerry
Setting Address	Bacton Playcentre, C/O Bacton Community Primary School, Taylors Green, Bacton, Stowmarket, Suffolk, IP14 4LL
Telephone number	01449 780079
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Registered person	Bacton Under Fives
Type of inspection	Integrated
Type of care	Sessional care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Bacton Under Fives is a committee-led group offering children a breakfast club, morning and afternoon pre-school sessions, an after school club and a holiday group. The setting originated in 1979, developing from a mother and toddler group, to meet the needs of the local community. The After School Club opened in 1999, the Breakfast Club in 2001 and the Holiday Group in 2002.

The group is open to the children of Bacton, and the surrounding area and currently

operates from a small building in the grounds of the local primary school. A maximum of 18 children may attend the setting at any one time. The setting offers care from 08:00 - 17:30hrs, for the Breakfast Club from 09:00 - 11:45 and 12:30 - 15:00 for the Pre-School and from 15:15 - 17:30 for the After School Club. The Holiday Group operates between 08:00 - 17:30 hrs during school holiday and on non-teaching days.

There are currently 47 children on the pre-school role; 32 of whom receive government funding. The after school group has 110 children on role in total for the three areas, 50 children are aged under 8 and 62 are aged over 8. Children attend aged from 2 to under 5 years at pre-school and 4 to 14 years at the associated clubs. Children attend a varying numbers of sessions per week. The setting currently supports one child with special educational needs.

The setting employs six staff, of these, all hold appropriate early years and play work qualifications, who work with the children term time and six temporary staff who also hold appropriate childcare qualifications to work with the children in the school holidays.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have regular opportunities to promote their physical development at each session for play school, and for after school/holiday group children can also access the school play ground, with outside play and sports equipment that is suited to the different ages of the children that attend. The school hall is available for PE or music and movement each week, this also helps to promote children's healthy growth and development.

The book corner provides an area with seats and cushions so children can rest or sit quietly if needed.

Children are developing their understanding of personal hygiene through the daily routine, with discussions on germs and why they need to wash their hands before eating and after using the toilet. All surfaces are cleaned, tables are sprayed and wiped before children eat. All crockery is washed up and left to drain which ensures it is hygienic. The kitchen sink is for washing up only. A water well is provided so children can help themselves to fresh water at any time, which enables them to meet their own needs. There are separate aprons for craft and for cooking activities, which promotes good hygiene practises. The procedures for recording accidents/medication are all in place this ensures children's health needs are met.

The pre-school has joined up with the primary school as part of 'fruit for schools' so they have regular supplies of fresh fruit and vegetables for daily snack, they also have toast and children can choose and spread their own toppings which helps to promote their independence. Children's allergies and dietary needs are recorded on their records and all staff are aware of these. Through tasting foods on topics covered around different world celebrations, children develop an understanding

about other cultures. Children in the out of school areas are provided with cereal and toast with fruit for breakfast, a healthy snack in the afternoon that meets their individual dietary needs. Children that attend all day in the holidays have fruit for snack and they bring their own packed lunch and any perishable items are labelled with the child's name and stored in the fridge to ensure it stays fresh.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are secure which helps to protect children from unknown adults, or the children leaving unsupervised. The main door has a key code and staff monitor doors at arrival and departure times, this ensures children are kept safe. The school play ground and the secure enclosed garden are available for outside play. The setting does have limited space, although the layout of equipment and resources allows children to move around freely and safely.

There are effective procedures for risk assessments that cover all areas of the setting and equipment, to ensure children are protected from potential hazards. Children are provided with a wide range of resources, activities and equipment for both inside and outside, that are suitable for the wide and varied age range of children that attend. New outside play equipment, that is suitable for the ages of the older children in the after school and holiday groups, was purchased in the summer to replace existing equipment and ensure children's safety is maintained.

As part of the health and safety policy staff complete daily checks for setting up before the children arrive, there are also weekly checks and risk assessments completed each term that ensure children are protected from potential hazards. Regular fire drills are carried out and recorded, this ensures all staff and children are aware of the procedures and helps keep them safe in the event of an emergency evacuation. A list of alternative carers, along with a password, ensures that children leave with the correct adult. The times of arrival and departure is recorded and parents sign children out at end of session for the after school and holiday group, which ensures staff know who is present at all times.

All staff are aware of procedures to follow if they were concerned about a child's welfare and also if an allegation was made against another member of staff. There are clear effective written procedures in place for this to ensure children's welfare is safe guarded.

Helping children achieve well and enjoy what they do

The provision is good.

The setting caters for children from age 2-14 years, all the staff have appropriate training to enable the needs of this wide age range to be met. Children are learning what is expected of them as staff have a calm, consistent attitude to behaviour management and are good role models for the children. Children in the holiday group create their own 'golden rules' that they all understand and agree on and are

appropriate to this age group. The activities, equipment and resources available cater for the different age groups of children and provide opportunities for children to learn new skills and make progress in their development, however activities and ideas from the 'Birth to three matters' framework have not yet been implemented for children under 3 years old. Parents are kept informed of what their children are learning through regular news letters that include activities to do at home with their children and through parents evenings, where they can see what stage their children are in their learning.

Nursery Education

The quality of teaching and Learning is good.

Staff have all undertaken training on the foundation stage and meet each term, where they all have input with ideas on planning for children's learning. The plans have clear learning intentions and shows differentiation but they are not clearly linked to the early learning goals or stepping stones. The adult focused activity shows clear progression for each individual child and is tailored to their ability, which shows each child's individual needs are catered for and being met. The staff use lots of effective questioning skills that are adapted to each child and each activity to develop children's thinking skills. Children are given clear explanations on what to do to enable them to participate and complete tasks. Plans reflect our wider society as they cover topics on different world celebrations with resources, activities and books to support children's learning.

Children with special educational needs have their own educational plan, this is reviewed each half term with parents to ensure they are making progress in their learning. The staff have developed good relationships with children, who are relaxed and content in their care. Staff work directly with children for most of the session, in individual, small and whole group activities, they get down to the children's level, join in with play and are good role models regarding manners. Children are told about which activities are on offer and are reminded, if they want to choose an alternative, they can, which helps to develop their independence.

Observations and assessments are carried out regularly on children by their key worker and recorded on their developmental records, which shows how children are making progress through the stepping stones. These assessments are clearly linked to the stepping stones and early learning goals, however, they do not always include what children's 'next step' is in their learning. There are lots of group time at each session to help promote children's self esteem and confidence as they stand up in front of the group and speak. Staff sound out letters in children's names, then all children are encouraged to attempt to write on their work, whatever stage they are at with support from staff to develop their understanding of sounds, letters and handwriting skills. Children have free access to writing resources and also in the role play area, in the 'shop' selling Christmas cards.

There are lots of practical opportunities throughout the session for counting and calculating around all activities that are provided. Staff use mathematical language like big/small during a craft activity on Christmas cards where children sort triangles in to size, then create Christmas trees. Activities on sinking and floating allow

children to investigate and making Christmas logs out of both, wood and cakes give children opportunities to create and design. Children have free access to the computer, which, with tills and telephones in the 'shop', promotes their skills around technology. The time line displayed, and the daily routine of the session, enables children to develop an understanding on the concept of time.

Through topics on 'being healthy', and discussions on what's happening to their bodies after PE, why their hearts beat and breathing become fast, develops children's understanding on health and bodily awareness. The range of materials for craft, the 'make and do' table, Christmas logs and cards provide children with opportunities to explore a range of different materials in their creative play. Children's imagination is fostered through the role play area, in the 'shop' with dressing up clothes, and the fantasy cube. There are lots of interaction and discussion with each other around activities available, children use words like; cold, hard, messy and squidgy when modelling with clay.

Helping children make a positive contribution

The provision is good.

Children are provided with lots opportunities for discussion at circle time, show and tell, and in small or large groups throughout the session where they are listened to by staff and their suggestions are taken on board. Discussions take place on past activities which helps to reinforce children's learning, and they are given lots of praise and encouragement for their efforts, their work is valued and displayed throughout the setting. There is a wide selection of activities available at each session, children are given free choice on what they want to do.

Children are able to develop their knowledge and understanding about other cultures through different world festivals that are covered through out the year. They use artefacts, reference books, and taste different food around the festivals celebrated. Children with special needs are supported by staff with an individual learning plan that meets their needs, this inclusive approach fosters children's spiritual, moral, social and cultural development. All staff have a calm and consistent attitude to behaviour, children are given lots of clear explanations on the groups rules and these are discussed at circle time and children are reminded of these when appropriate. The children in the holiday group all get together and come up with their own 'golden rules' on what is acceptable behaviour.

Partnership with parents and carers is good.

Parents are free to stay with their children when they first start to help them settle, both parents and children are welcomed and warmly greeted. The prospectus on information on the setting is given to new parents and all policies and procedures are also available. Parents complete an "all about me" booklet for when their child starts, if they are in receipt of funding, then information on the Foundation stage is also discussed. There are lots of regular newsletters on topics, with areas for parents participation in their child's learning included, this enables them to be involved with their child's education. The children's records are available for parents to view at any time and there are parents evenings for new children or for children that are leaving

to go to school, for feedback and to discuss their child's progress. Daily diaries for how children have been and for their achievements are sent home each day to keep parents informed of their child's progress, parents views on their child's learning are listened to and parents can get involved on committee, fund raising, on the parents rota and as an additional helper on outings. They are given clear information on their roles and responsibilities for them when helping to ensure children's welfare is promoted and they are given a full report on their child's progress when they leave to start school.

Organisation

The organisation is good.

Leadership and Management is good.

There are clear aims for children's learning, activities are discussed and evaluated at planning meetings, then adapted or changed to ensure learning outcomes met. There is lots of communication between staff on resources, activities and on individual children and their abilities. Staff have written job descriptions and also have annual appraisals, there is a staff training and development plan in place, these ensure that staff are aware of their roles and responsibilities and that children's needs are met. The staff attend regular staff and committee meetings and seek support with the nursery education from the partnership. Staff have developed good links with the primary school and work closely with the reception class teacher and children's records are sent on when they leave the setting.

All staff have undergone training in early years, and over half of the staff hold play worker qualifications as well, which ensures the needs of all ages of children that attend can be met.

The setting has a key worker system in place for children that are in receipt of funding and parents complete an induction sheet on their child for staff, they are also informed about the groups settling in procedures, so they can be reassured that their child is supported in ensuring they settle well. All the relevant policies and effective procedures are in place as part of the operational plan. The registers show when the children and staff are present, children in the after school group are all signed in and out when they leave.

All relevant documentation is in place and stored confidentially and in line with the 'data protection act'. Children's health and dietary needs are recorded with permission slips for medication and for outings are all in place.

Overall the needs of the children are being met.

Improvements since the last inspection

At the last inspection the setting was asked to ensure that all necessary documentation is correctly completed at all times, to develop their planning to ensure that all 3 and 4 year old children have equal access to all areas of the curriculum and

to show how activities will be adapted to meet their individual needs. To use assessments to identify more clearly how individual children will make progression to the next steps of learning and to show how parents knowledge of the Foundation Stage and their children's achievements will be used in this process, also to encourage children to be more independent in selecting activities and resources for themselves and to develop their own creative ideas and to create opportunities for children to develop the confidence to initiate conversation with their peers and to speak in group situations.

All records and permission slips for each individual child are now kept up to date with parents signatures where appropriate, which ensures that staff are kept up to date with children's individual needs. The planning has been adapted and the adult focussed activity each week, shows clear differentiation for the different ages of children that attend and shows clear progression of their learning in line with the stepping stones, all children have equal access to all areas of the curriculum and activities and staff's approach is adapted to children's individual level of understanding to enable their needs to be met. Children's assessment records have been changed and are clearly linked to the early learning goals and stepping stones, most of the children have an individual education plan that ensures their next step is recorded, however not every child has one, so some do not show their next step. When children start their funding, parents are informed about the Foundation stage and complete a booklet to show staff where their children are in their learning. Children also have a daily diary that is completed by staff to keep parents informed on how their child has been and their achievements. The layout of the setting has been changed to allow children more free and independent access in self selecting resources for them selves and children are reminded at each session that they can choose alternative activities if they wish to promote their independence. Children are provided with a variety of opportunities for creative play activities and the 'make and do' table gives them free access at any time to create. At circle and snack time children's social skills are developed as they talk about their home life or an item they have brought in to share.

Complaints since the last inspection

There are no complaints to report since the last inspection.

The provider is required to keep a record of complaints made by parents which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.
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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- implement ideas and activities for children under three using the 'Birth to three' matters framework.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop planning so that it is clearly linked to the early learning goals or the stepping stones
- adapt children's records so that they all show children's next step in their learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk