



Beck Row Pre-school

Inspection report for early years provision

Unique Reference Number	251411
Inspection date	12 January 2006
Inspector	Lynda Jean Bullock
Setting Address	Mobile Classroom, Lamble Close, Beck Row, Bury St. Edmunds, Suffolk, IP28 8AF
Telephone number	01638 712621
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Registered person	Beck Row Pre School
Type of inspection	Integrated
Type of care	Sessional 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?

Beck Row Pre-school has been operating for many years from a mobile premises within the grounds of the local primary school, in Beck Row, Suffolk.

The group is committee run and is registered to provide sessional care for up to 24 children aged from 2 to under 5 years. There are currently 49 children on roll of which 35 are funded for nursery education. The pre-school serves the local area, including families from the American airbase and the travelling community. The group is open

5 days a week during term time only, from 09:00 until 11:45 and from 13:00 until 15:30. All children share access to a secure enclosed outdoor play area.

The nursery is able to support children with special educational needs, and children who speak English as an additional language. No such children currently attend.

There are 5 qualified staff working with the children on a regular basis with 3 of them holding the Diploma in Pre-school Practice, including the supervisor and the assistant supervisor. Other staff have level 2 qualifications in child care and education.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because they are cared for in an environment which encourages good health and hygiene practises. Good standards of hygiene through the group ensure children are protected from the spread of infection, for example tables are cleaned before snack with anti-bacterial spray and most staff have current first aid and food hygiene certificates. Children learn the importance of washing their hands before eating and after using the toilet. Older children have a good understanding of the importance of putting their hand in front of their mouth when they cough or sneeze to prevent the spread of germs. Children are protected from illness and infection as the group has a policy about the exclusion of sick children. When a child becomes unwell whilst at the group there are good procedures in place to advise parents or to seek advice or treatment. Children are able to rest on soft seating in the book corner according to their needs.

Children's dietary needs are effectively met with staff working closely with parents. Snacks are well balanced and include fresh fruit and vegetables which the children are encouraged to help prepare and serve. Water is readily available to children at all times.

Children's physical health is promoted successfully as they have daily access to both indoor physical activities and outside play areas which helps to develop strong muscles and bodies. They move freely and explore the good range of activities provided. Children are enjoying and showing good levels of balance and coordination when they negotiate the course of climbing equipment and beams, which allows them to take risks in a supported environment. Children confidently manoeuvre between the spaces and successfully manage to stop before crashing into each other.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very welcoming, safe and secure environment where all visitors are monitored. Children are kept safe by the mostly appropriate procedures in place such as the good routines for their arrival and departure. They have adequate space indoors and outdoors, to experience a good range of activities to promote their

overall development. Children are able to freely move around the setting which supports their developing independence. Children have a good understanding about keeping themselves safe when staff talk to them about walking inside, about sitting on their chairs and picking up toys so others do not trip over them. Some older children have a very clear understanding about how to prevent accidents, such as ensuring they stand at the side of the swing.

Children have access to a wide range of resources which meets their needs in all areas of development. These are easily accessible and changed regularly to ensure children have equal access and gain independence through making appropriate choices.

Children's welfare is effectively safeguarded and promoted as all staff have completed a child protection course and the group has a policy in place available to parents. Staff have a clear understanding of their role in child protection and are able to put appropriate procedures into practice when necessary to protect children from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and settled in the pre-school. They show a good level of interest in the provided activities and respond to staff who interact well in their play. They enjoy whole group activities where they share stories and songs.

The quality of teaching and learning is good. Staff have good knowledge of how children learn and a sound understanding of the early learning goals and the stepping stone to reach them. A key worker system is in place and staff know the children well. Staff are interested in what children say and do and manage children's behaviour well using positive strategies. Staff plan a range of adult-led and free play activities for children to experience. They balance the session to enable children to have group times, outside play and pursue their own interests. They include flexibility to go with the interest of the children, such as when one child wanted to make letters to post. Effective questioning enables children to further explore the activities they are involved with, such as what will happen when they pour the rice into the scales.

Long, medium and short term plans are in place and refer to the stepping stones. Adult-led activity planning sheets are used however they do not include adaptation for individual children. Observations are made and transferred to the children's assessment records and are beginning to detail the next steps in a child's learning.

Nursery Education.

Children have excellent self-help skills. They are able to manage their own needs such as going to the toilet, putting on their coats and returning used cups to the tray. They are developing good relationships with staff and are keen to share their news such what happen over the Christmas break. Children are cooperative and well behaved with staff managing their behaviour positively. They are learning to share and take turns. Children are beginning to be aware of others through themes and

festivals such as Chinese New Year, American Independence Day and Diwali.

Children are using language effectively to communicate. They are confident to talk to staff, who encourage them to chat about what they are doing and what will happen next, such as when getting the scales to balance by filling with rice. Children are beginning to understand how books work and that words are meaningful. Children are using one handed tools and equipment such as brushes, scissors and play dough cutters to begin to develop writing skills. Some children are beginning to attempt writing for a purpose and a few write recognisable letters in their names when mark making in role play.

Children are beginning to say and use number names, such as when counting the number of children present. Some children are able to count to 10 and beyond when building a brick tower. Children are developing their understanding of simple calculating and problem solving of one more or less through the daily routines. Most children are able to recognise and name different shapes and to use mathematical language such as longer or shorter.

Children have regular access to a computer and children's understanding of information communication technology is being developed as they operate the mouse with increasing control. Children are beginning to develop a sense of time and place through the routines of the setting and activities provided, for example, when talking about what happened yesterday at group time and what will happen next. There are some opportunities for children to examine objects and living things closely to encourage their investigation skills, such as plants and frogs.

Children explore colour and correctly name colours. They are beginning to experiment with mixing the colours together and talking about what's happening, such as when painting at the easel mixing white, red and blue together to make purple. Children explore different materials in the adult-led craft activities such as junk modelling, cutting and sticking. They have opportunities to express their own ideas when free painting at the easel and building with bricks. Children's imaginative play is fostered with role play activities such as dressing up and the home corner. Children enjoy singing rhymes and ring games.

Helping children make a positive contribution

The provision is good.

All children experience a meaningful range of resources and activities to promote a positive view of the wider world and increase their awareness of diversity and understanding of others. They play with a varying range of toys that represent race, colour and age. Children learn about their local community by going on visits to the senior citizens and from visitors such as the police.

Children play together harmoniously and alongside each other, amicably sharing and taking turns with all the resources. They have a good understanding of the groups rules and boundaries, they are aware of the groups routines and know what is expected of them. They see good role models in the staff that treat each other, the children and the environment with respect. Children's behaviour is very good.

Children show pleasure and pride in what they are doing. For example, children eagerly tell parents at going home time about their accomplishments at gym, children show their art work to staff who give appropriate praise. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents receive information about the pre-school in a brochure and can view the policies at any time. Parents can read about the term's curriculum topic in the newsletters and the groups long, medium and short term plans are posted on the notice board. Children benefit from close relationships built between parents and staff when they verbally exchange information at the end of the session and parents are invited to meetings when they can contribute to their child's assessment records. They, and their children, are supported through the settling in time. Staff ensure that they have all necessary information about children however they are not recording children's starting point to inform their assessment records. Children's parents have opportunities to join the management group. Therefore, children's care is enhanced through a good working partnership.

Organisation

The organisation is good.

Children are cared for by staff who are experienced, well qualified and have a clear understanding of the needs of children. An induction procedure is in place to ensure all staff are aware of policies and procedures and are able to implement them. The setting is well-organised to provide for the needs of all children. Children have opportunities within the daily routines, including outside play to develop in all areas of learning. Policies and procedures are in place, ensuring the efficient management of the provision. However the recording of fire drills carried out has not been kept up to date.

The leadership and management is good.

Children benefit from the strong leadership and management of the setting. Staff have clear job descriptions which are used as a basis for appraisal. Good teamwork is developed and systems in place to ensure clear communication takes place between staff and the committee. Training needs are identified and opportunities provided for staff to access relevant courses, thereby enabling staff to continue to develop their knowledge and provide good care for children. The quality of care and education is monitored to ensure strengths and areas for improvement are identified, with staff and committee working together to act upon them for the well-being of children.

Overall, the range of children's needs are met.

Improvements since the last inspection

Since the last care inspection the setting have organised their staff records into individual files to maintain confidentiality, they double check the register to ensure all

children are marked present and have adopted a full set of policies and procedures to enhance the running of the setting. Children's safety has been improved when using the outside play area as staff now carry out a risk assessment and ensure they have sole use of the area. Children are further protected from the risk of injury as the setting have made adjustments to the heater guards to ensure they do not get hot. The setting was given a recommendation to improve the security of the premises, after receiving advice from the Fire Safety Officer the entrance door has a buzzer fitted which sounds when anyone enters and staff monitor all arrivals and departures to ensure children's safety. Since the last education inspection the setting has reduced the use of worksheets and re-organised the use and grouping of children when playing board games to ensure children can enjoy taking part.

Complaints since the last inspection

There have been no complaints made to Ofsted 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.

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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):

- ensure fire drills are recorded in the log book

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):

- gather information from parents about their child's starting point to build on what children already know and can do
- further develop adult-led activity planning sheets to show adaptation for different children, key questions and vocabulary to use.

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