



## **Bushmead Pre-School**

Inspection report for early years provision

<b>Unique Reference Number</b>	155768
<b>Inspection date</b>	08 February 2006
<b>Inspector</b>	Carol Mansell
<b>Setting Address</b>	Hancock Drive, Luton, Bedfordshire, LU2 7SF
<b>Telephone number</b>	01582 486 701 (home)
<b>E-mail</b>	
<b>Registered person</b>	Bushmead Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Bushmead Pre-School opened in 1991 and operates from one room in the community centre on the Bushmead estate in Luton, Bedfordshire. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open Monday, Tuesday and Wednesday from 09:30 to 12:00 and 12:45 to 15:00 and on Thursday and Friday from 09:30 to 12:00, term time only. All children have access to an enclosed area for outdoor play.

There are currently 54 children aged from 2 years 9 months to under 5 years on roll. Of these 45 children receive funding for nursery education. Children mainly come from the local catchment area. The pre-school currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The pre-school employs 10 staff. 6 staff including the manager hold appropriate early years qualifications. One member of staff is working towards a qualification. The pre-school also has 2 volunteers who help out regularly.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children stay healthy because staff follow current and appropriate environmental health and hygiene guidelines, policies and procedures. Staff are aware of any dietary or health needs of the children and receive relevant information from parents to ensure appropriate care is provided. Children learn the importance of personal hygiene through well organised routines. They wash their hands after using the toilet and know to wash them again after messy activities. Staff have effective systems in place to encourage children to wash their hands before snack time, such as by providing a bowl and towel for each table. This helps children to learn simple health and hygiene practices. Children develop their understanding through the positive role modelling and discussions with members of staff. They gain additional experience through participation in activities such as, the 'Healthy body week'. This increases their knowledge regarding the need for regular exercise, identifying healthy food options and looking at how they use equipment for personal care, such as their own flannels, towels and toothbrushes. Children have their health and welfare safeguarded as staff have all relevant written consents from parents. Also some members of staff have accessed additional training to enable them to use an epipen if required.

Children enjoy their snack time as they sit in small groups. They enjoy everyday snacks which are varied and nutritious including crumpets with butter and honey, raisins and apricots and jacket potatoes with cheese and sweet corn. Staff assist the children in serving themselves and help them to recognise when they have had enough. Children enjoy food tasting in line with their recent topics. They discuss which foods are good for us and which ones are not, for example by looking at brown and white bread to see which one is best for their growth and development. Children are learning about healthy foods as they join in staff-led activities such as, making fruit and vegetable kebabs using cucumber, mushrooms, peppers and cherry tomatoes or apple, pineapple and mandarin segments. Not only does this activity increase their knowledge and understanding but it also aids their progression with their hand and eye co-ordination. Children can choose between milk and water at snack time. They are able to access drinking water throughout the session and many children have opportunities to pour their own drinks which they do competently.

Children have their physical development enhanced as staff engage them in vigorous

action rhymes and games. They enthusiastically participate in ring games such as, 'The Lycra Man' and 'duck, duck, chicken' which they are so enthusiastic about that they run around the circle twice. Children ride bikes around the outside area with exceptional confidence and use the static equipment with great gusto. They have access to a large slide which they use very competently and safely. Children's dexterity is developing as they manipulate small objects, playdough, art and craft materials and implements. The pre-school's participation in the pilot scheme 'Playing with sounds' includes many elements of physical activity which helps the children to develop their understanding of the need to have regular fresh air and exercise.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children use a broad range of safe, well maintained and developmentally appropriate resources. Staff arrange the setting into different areas with safety in mind, allowing space for children to move freely and safely around the activities. Children understand they are not allowed to run around indoors when the activities are set out and are given gentle reminders about this by the staff. Children have access to a set of drawers which are labelled and contain a variety of art and craft materials. This provides children with opportunities to self-select, gain some independence and practise their dexterity with scissors and glue sticks. Children are generally protected from harm as staff have implemented many safety precautions. Staff conduct daily and yearly risk assessments to ensure all areas of risk are identified. The outside area is shared with other users of the community centre. It is fully enclosed and is checked for safety by the staff at the beginning of each session and again before the children access this space. The soft safety surfaces enable the children to explore and take risks in a safe environment. Children do not gain an awareness of the emergency evacuation procedures as staff do not practise these regularly and this endangers the welfare of the children.

Children are learning to keep themselves and others safe from accidental injury as they increase their spatial awareness and assist staff in checking the toys and resources for any damage. Staff and visitors, such as the police, help children gain an awareness of keeping themselves safe in pre-school and when away from it. They explain simple procedures to the children such as picking up toys in case someone slips, having an awareness of 'stranger danger' and using the 'green cross code' when on outings and whilst walking around the local community. Children are protected from harm or neglect as staff follow clear guidelines regarding child protection and have an understanding of the local procedures they need to implement.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy, secure and settled. They play together, they interact well with staff and move freely around the setting, accessing the activities set out for them by the staff. Children have a sense of belonging as they come into the pre-school, they

know the routine well and respond to requests from the staff for example, when it is tidy up time. All children participate in tidying up, with one child explaining 'it's sit on the mat time now'. Children are very attentive and understand that they need to sit quietly and listen when a staff member has 'Lola the listening leopard' on their lap. Children recognise the need to use their soft voices as Lola has tiny ears. Children are interested and stimulated when joining in with circle time activities. They enjoy taking turns to remove an animal from the sack and eagerly demonstrate their knowledge and understanding by showing others the noise or movement of their particular animal.

Children proudly present models they have made and have opportunities to explain how they have achieved the end result. Many children recently created collage self portraits and painted rainbows and these adorn the walls showing that staff value their work and creativity. Although staff set out the resources and plan the activities children are generally busy and purposefully engaged. Staff endeavour to make learning fun. They participate in the children's play and provide support for less able members of the group, helping them to access the activities at an appropriate level. Children eagerly participate in party games and arrive in fancy dress as requested. They dress as super heroes, a spider, fairies, a dragon and a footballer. Some children come dressed as policemen with their own radios. They instruct the group on how the radio works demonstrating the positive impact of having a visit from the police to the group. They also show that they have retained and can use this knowledge.

Nursery education.

The quality of teaching and children's learning is satisfactory. Children are generally making progress due to the staff's clear knowledge of the Foundation Stage and how children learn effectively. Plans follow the stepping stones and most of the six areas of learning are covered in the range of activities provided for the children. Staff are aware of children who may need additional support but this is not reflected in the planning. A very wide range of resources are available in the cupboard but children have limited choices as staff decide what children will play with throughout the session. This not only limits children's independent choices but also diminishes their ability to be spontaneous and freely explore and experiment of their own volition.

Staff do not appear to have a systematic way of recording and assessing the children's learning. Many of the children's assessment records were unavailable at this inspection, of those that were available most do not show a methodical approach and any progression is difficult to identify.

Children enjoy participating in walks in the local community. They enjoy a nature walk with the staff and make use of a large grassed area where they have a picnic or are involved in organised games. Children visit the nearby shops, church, museum and local schools for concerts and visit the classrooms prior to starting at the school. Children are beginning to understand and respect the values and feelings of others. They have visitors who show them different clothing worn by people in their local community. Children have opportunities to taste different foods eaten by people from different cultures. This helps the children to gain a sense of belonging and increase their awareness of the local community and the wider society. Children choose

counting songs in group time. They are confident in their counting and do so spontaneously in their play. Children are learning the concepts of adding and taking away. They use this knowledge with familiar rhymes and songs. They count how many children are present and can differentiate between how many boys and girls are attending. Children respond immediately when asked to take 2 steps inward to make their circle smaller. They are learning to measure their feet and their height and adapt to new concepts and ideas well, such as capacity and sequencing. As only children who are 4 years and older have opportunities to use the laptop, younger children have little prospects of developing or extending their own knowledge and understanding of this type of technology and this limits their all-round development.

Children have a clear understanding of right and wrong. They are learning to share and take turns especially when using 'beat baby' or 'Lola the listening leopard'. They gently stroke them and very carefully pass them on to the child sitting next to them in the circle. At snack time children give others time to talk and listen to what they have to say. Their independence skills are enhanced as they butter their own crumpets and spread the honey themselves. Children are extremely confident communicators. They recognise their own names and can identify some of the labels around the setting. Children chat happily together and access the book corner freely. They independently choose to look at books and thoroughly enjoy it when a member of staff reads to them spontaneously. Children enthusiastically join in with familiar songs and use descriptive words to explain what they are doing. They enjoy role play and have many opportunities to play with the dressing up clothes. They take their babies for a walk in their pushchairs and have a chat to a policeman they meet on their journey. Children participate in planned creative activities. There are large displays on the wall where children have made things that have been incorporated in a bigger picture, such as 'Miffy and her friends' and 'Underwater world'. These pictures have been designed by adults. Children do not have opportunities to display their own work in any other way and have limited chances to explore and experiment with their creativity.

### **Helping children make a positive contribution**

The provision is good.

Children behave well as they understand what the behaviour rules are and they inform new children of these before they use the outdoor area. Staff encourage the children in positive pursuits, such as sharing and taking turns and reward them with stickers for good behaviour. This helps the children to learn responsible behaviours. Children develop their understanding as staff are good role models. They follow the 'Best policy' which sets out the behaviour expectations for all staff members. Children help each other when they are playing and when getting ready to use the outside area. They help put scarves and hats on and assist with buttons if required. This ensures the children are becoming aware of their own needs and the needs of others. Children have access to a meaningful range of resources and activities to promote a positive view of the wider world and increase their awareness of diversity. Children with special needs or who have English as an additional language are well supported by the staff who liaise with parents and outside agencies when necessary.

They are aware of the needs of the children and help them to participate in the activities set around the pre-school. This positive approach fosters children's spiritual, moral, social and cultural development.

Staff encourage parents to be actively involved with the pre-school. They have a rota which some parents join and organise numerous fund-raising activities, for example a sponsored bounce. Parents regularly help with the cake stall, buying and selling cakes as well as making them. Children arrive in fancy dress for their party as requested in the recent letter to parents. Parents eagerly attend concerts given by the pre-school and stay to settle their children when they are new to the group. This helps children to feel secure and gain a sense of belonging.

The partnership with parents and carers is satisfactory. Information is displayed for parents on the notice board regarding the current theme and includes the policies and procedures of the pre-school. Information is displayed regarding the Foundation Stage, but this is obscured by a vending machine and is not safely or easily accessible to parents. Comments from parents show that they do not feel fully involved with their children's learning and they feel unable to extend any work at home. Increasing parents understanding of the Foundation Stage and providing a formal system of sharing children's achievements with them has the potential to help staff and parents work together to further enhance the children's progress.

## **Organisation**

The organisation is satisfactory.

Children are cared for by staff with knowledge and understanding of children's development and who hold appropriate qualifications. There is a high level of staffing in the setting as children's well-being is a high priority. Staff have developed a range of policies and procedures which enables everyone to know how the setting operates on a day-to-day basis. These are implemented well by the staff to keep children healthy and safeguard their welfare. Staff are aware of where they are to be deployed throughout the session as there are lists on the wall. These also identify the shape, letter and theme of the week for staff and parents. There have been changes to the leadership recently which has had a positive impact on the group. Children are settled and comfortable in the group as the staff work well as a team. Staff have accessed relevant training and are dedicated to improving the pre-school. Relevant information is gained from parents and other staff members about each child and this is used to find the starting point for children's learning, care and development. However, as many of the children's records were not available for inspection it is difficult to judge how the assessments are used to inform future planning and limits parents ability to see the records and discuss their child's progress with the staff.

The leadership and management are good. The leaders have a good understanding of the Foundation Stage. They encourage staff to access additional training to further enhance their skills and allow them opportunities to use these skills in the setting. They are aware that some staff find this difficult and provide additional support as required. Some staff have a poor understanding of the National Standards. They benefit from having strong leaders at present who have a clear vision for the setting.

They motivate the staff and children and encourage them all to increase their knowledge, skills and confidence. The setting is participating in two pilot schemes in conjunction with the local school. These are 'Playing with sounds' and 'Early reading development'. Children enjoy being involved with these schemes and have expanded their experiences in these areas.

Overall the provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the provider agreed to develop and implement effective induction procedures for staff and a method to assess staff performance. Management now conduct a comprehensive induction programme with new staff and ensure all aspects have been covered before the checklist is signed off by the leader. The induction includes all the policies and procedures as well as the relevant checks. This ensures children are cared for by suitable adults and that there is consistency of care as all staff follow the same procedures and implement them appropriately. The present leadership are fully committed to personal development of the staff and discuss how they have improved or how they could possibly improve their contribution to the setting. This ensures the children receive appropriate support and that the staff feel valued.

The provider also agreed to request written permission from parents for seeking emergency medical advice or treatment and before administering any medication to children. Children's health is safeguarded as the provision has implemented consent forms for parents to sign when they register their child with the group to enable staff to seek emergency treatment or advice. They also sign a consent form to allow staff to administer medication when needed.

### **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.

## **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 satisfactory.



## 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 the emergency evacuation procedures are practised regularly with all children attending
- ensure that the records you keep which relate to your activities as a day care provider are available for inspection by Ofsted at any time and ensure that all staff have knowledge and understanding of the National Standards

### **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):

- provide activities and opportunities for children to extend their knowledge and understanding of the world, particularly using ICT, such as in the use of computers. Also ensure children have the opportunity to display their own work at an appropriate height and to self-select resources
- expand the partnership with parents by increasing their understanding of the Foundation Stage curriculum and providing a consultation time to share their children's progress and achievements and help them extend their children's learning at home
- develop a suitable system to keep an accurate record of children's progress towards the early learning goals and use these to inform future planning.

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](http://www.ofsted.gov.uk)