



Busy Kids Bromham

Inspection report for early years provision

Unique Reference Number	EY291747
Inspection date	25 January 2006
Inspector	Jan Healy
Setting Address	St Nicholas School, The Leaze, Bromham, Chippenham, Wiltshire, SN15 2EY
Telephone number	01380 859389
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Registered person	Bromham Pre-School
Type of inspection	Integrated
Type of care	Full day 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?

Bromham Pre-School opened in 2004. It operates from a purpose built building in the grounds of St Nicholas Primary School in the village of Bromham, Wiltshire. A maximum of 30 children may attend the pre-school at any one time. The pre-school is open each weekday from 8:00 to 17:30 during term time. All children share access to a secure enclosed outdoor play area.

There are currently 40 children on roll. Of these 24 children receive funding for

nursery education. The pre-school supports children with special needs.

The pre-school employs 12 staff, 9 of whom hold an appropriate early years qualification and 3 are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

High standards of hygiene are maintained to help prevent the spread of infection. For example, children are encouraged to learn about effective hand washing and drying routines, by being provided with anti-bacterial soap and individual paper towels. This helps to raise awareness of good hygiene practices. Children are not only aware of the times to wash their hands, such as before snack and after using the bathroom, but can also explain the reason as to why this is important. The cleaning of premises, playrooms, toilets and the nappy changing area, help to promote children's good health. Tidying and cleaning do not interrupt children's activities and so staff are not taken away from working directly with children.

Children stay healthy through the provision of nutritious food and snacks, which are appropriately prepared and well presented. The children have access to an allotment where they have the opportunity to grow their own herbs and vegetables, which they use as ingredients for cooking activities. Children learn about how to keep their bodies healthy and staff raise their awareness of the importance of healthy eating. Children take an active part during mealtimes such as helping to set the table, which aids their independence and encourages them to work as part of a team. Mealtimes are sociable occasions when children chat about events that are important to them, such as their birthday.

Children enjoy a wide range of physical activities which contributes to their good health. They have the facility of an outdoor play area, where they climb, balance and test their physical control. They have the opportunity to make use of the school playground, where they play safely on wheeled toys and learn to avoid bumping into each other.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are greeted warmly upon arrival by staff who know the children well. They are confident to enter the classroom, which is bright and welcoming, with many examples of their work sensitively displayed. This helps children to feel reassured and that their work and pictures are important and valued. Rooms are prepared for children with a range of activities suitable for their age and stage of development, such as water play, a creative activity and construction materials for building. Children are able to move freely and safely and a quiet area is in use, where noise is kept to a minimum, to enable children to sleep and rest in comfort.

The provision of a range of safe and well-maintained furniture and equipment meet the varying needs of children to ensure their development and learning are promoted. For example, child sized tables and chairs enable children to sit and play in comfort, which creates an accessible environment. Younger children are able to join older children during mealtimes, creating a sociable occasion. Children are able to rest when tired, so their learning is not hindered through fatigue.

Positive steps are taken to promote safety within the setting as staff are aware of children's constant developing abilities and ensure appropriate measures are taken to avoid dangerous situations. For example, fire exits are kept clear, so a swift evacuation can take place in the event of an emergency. Children take part in practising a fire drill regularly and are able to leave the building quickly and calmly. They are reminded of rules to ensure their safety, such as not to run in the playrooms. During gardening children are supervised when using tools and are taught to bend correctly when planting seeds and when digging.

The protection of children is paramount and all staff are aware of the procedure to follow in the event of a concern being raised about children's safety or welfare. Staff work closely with children, and so they are in a position to notice changes, such as deterioration in their general wellbeing. An informed decision can then be taken about any necessary course of action. However, not all staff are vetted and so they are not left alone with the children.

Helping children achieve well and enjoy what they do

The provision is good.

A wide range of activities are planned for both the younger and older children, which includes indoor and outdoor play. For example, children are encouraged to express their imagination and creativity through activities such as dancing and moving to music and painting freely with a variety of media. Children join in with familiar songs and rhymes and learn to solve simple problems, such as counting how many cups are needed for snack time. Toys and resources are stored within children's reach and they are able to independently access them when required.

Nursery Education

The quality of teaching and learning is good. Children enter the setting with confidence and quickly settle to an activity as they are greeted with a genuine smile, which communicates approachability and friendliness. Staff help to develop children's self-esteem by forming close and warm relationships with the children, who speak openly and freely to staff about events that are important to them. Children are made to feel special by being allowed to bring in a photograph of themselves which is displayed in the entrance hall, providing children with a sense of belonging. Reassurance is given when trying a new activity, such as gardening and appropriate praise is used when displaying desirable behaviour. Children are learning independence when dressing and older children take themselves to the bathroom when necessary.

Children's language is well supported by staff who encourage children to engage in

speaking and listening activities, such as games which require children to communicate with a partner. Children share and enjoy a wide range of stories whilst at the setting and are encouraged to take books home to share with their parents. During their time in the home corner children recreate roles and experiences, such as pretending it is their birthday, which extends their imagination. They are provided opportunities to recognise their name, such as on their coat pegs and to experiment with writing by making marks with colouring pens and crayons. Older children interact well with each other and are beginning to negotiate when taking turns to ride on a wheeled toy during outdoor play.

Children are developing mathematical understanding by joining in with number rhymes and songs and with counting the number of plates required for snack. Children are learning to recognise written figures and the relationship between a figure and the number of objects referred to, such as two eyes during creative activities. They are using language such as bigger and smaller and can talk about who is the tallest in the group using a height chart. Children are developing mathematical ideas, such as dialling a telephone number and are beginning to solve simple mathematical problems, such as what comes next in a pattern.

Activities are based on first hand experience that encourages observation and investigation, such as helping to plant seeds in the allotment. This helps to provide children with the best opportunities for developing their knowledge effectively. Children find out about and identify the uses of everyday technology to support their learning, such as programmable toys and a computer. They use their sense of hearing to explore a broad range of instruments and listen with enjoyment to a variety of sounds and music. Children are beginning to learn about their own and others' culture and beliefs, such as focusing on the Chinese New Year, which helps to stimulate children's interest in the wider world.

Children have sufficient space both indoors and outdoors. They participate in a variety of physical activities which help to develop their confidence and control in the way that they move and control their bodies. For example, children climb, balance, run and are learning to throw and catch a ball. Children are handling tools with increasing dexterity, such as cutting with scissors, and are learning to manipulate materials, such as moulding clay into desired shapes. This helps children to gain strength in their hands, which helps to increase their coordination.

Most children are able to recognise and can name primary colours. They select variously coloured pencils and crayons for their drawings, which enhances their choice and independence. They are beginning to observe and copy simple patterns in their environment, painting them and using their skills to sew their pattern onto material. Children dance, act and role-play in the home corner and in the company of others. This helps to extend their imagination and to learn to cooperate with others.

Helping children make a positive contribution

The provision is good.

Spiritual, moral, social and cultural development is fostered. Staff promote equal opportunity for all children, who feel valued and are free from discrimination. All

children are included and are able to share their own experiences with each other and with the staff. Positive images and objects within children's reach reflect non-stereotypical roles, providing children with a wider view of the world. Diversity is reflected in an extensive range of books, many of which are dual language, providing children with experience of a range of languages spoken around the world.

Staff are aware that some children may have a special need and are proactive in ensuring that appropriate action is taken when such a need is identified. Accurate records based on observation help to plan the support required for individual needs. The value staff place in encouraging children to progress in their development helps children to feel good about themselves. Staff and parents work together to ensure that each child's welfare is promoted within the setting.

Staff are consistent in their approach to the management of children's behaviour and so children are aware of the standard expected. Positive behaviour management is in place, such as praising children for desirable behaviour and consequently children do not seek attention by misbehaving. Children are taught to share and negotiate and learn that some behaviour is unacceptable, such as bullying.

Partnership with parents is good. Parents are made to feel welcome within the setting and are encouraged to play an active part in their child's education, such as encouraging them to act as a volunteer. This helps parents understanding of the curriculum that their child is following and are able to further their learning at home. Parents are provided appropriate information with regard to the setting, the prospectus, their child's progress and any concerns noted.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. The leader is currently checking that 2 members of her staff are suitable to work with children. As these checks are not completed the staff do not have unsupervised access to the children. Staff provide warm and consistent care to children and are appropriately qualified and experienced. Good use of resources ensure children are well cared for and supported during their stay. Children are grouped so they feel secure and are confident with the staff that look after them. All records are accessible for inspection and are stored securely and confidentially.

Leadership and management are good. The leader has a clear vision for the education, personal development and achievement of all the children within her care. Clear direction is given to staff, which leads to improvement in the organisation of the nursery. For example, the setting up of a quiet room where children are able to rest and sleep in comfort. The leader acts as a good role-model and has built a committed team, who are dedicated to the wellbeing and the progress of children. Not all staff are appropriately qualified. However, professional development is encouraged as staff are provided with opportunities to further their own learning. This is successfully used in the setting to improve practice.

Improvements since the last inspection

Not applicable.

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 that there are effective procedures in place for checking that staff are suitable to work with children

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 and implement an action plan that sets out how supervisors will achieve a level 3 qualification

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