



## **Bradford Abbas Pre-School**

Inspection report for early years provision

<b>Unique Reference Number</b>	139320
<b>Inspection date</b>	06 February 2006
<b>Inspector</b>	Michelle Tuck
<b>Setting Address</b>	Village Hall, Church Road, Bradford Abbas, Sherborne, Dorset, DT9 6RF
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<b>Registered person</b>	Bradford Abbas 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 good.

### WHAT SORT OF SETTING IS IT?

Bradford Abbas Pre-School opened in 1967 and is managed by a committee of parents. It is situated in the village hall and serves the village and surrounding rural area. The main room of the hall is used for play with a smaller room used for circle time. There are 2 sets of toilets and a playground at the front of the building. This is shared with the village school for outside play.

There are currently 15 children on roll, of which 13 children are in receipt of funded

nursery education. The setting supports children with special needs and those who have English as an additional language.

The pre-school opens from 9:00 to 12:00 from Monday to Friday, during term time only.

There are 5 members of staff, 3 of whom have childcare qualifications to NVQ level 3. Parents also help in the group on a rota basis. Staff work closely with the reception teacher from the adjacent school and receive support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health and well being is effectively promoted. Children show a good understanding of how to keep themselves healthy. For example, they know the importance of hand washing, they know the routine before snack time and after using the toilet. Older children spontaneously show younger children the routine, and they all enthusiastically respond to preparing for snack by tidying away and washing their hands. They learn from staff's good role models. For example staff clean the tables and wash their hands before snack time. Children develop good self care skills, such as wiping their noses. Staff encourage the children to take responsibility for themselves.

Children's dietary requirements are well met through the provision of varied and healthy foods at snack time. Children have a drink at snack time and can request a drink throughout the session. On hotter days drinks are taken outside but at other times drinks are not readily available.

Children enjoy daily outside play opportunities all year round, and their physical development is well promoted through a well balanced programme of physical exercise. Children enthusiastically ride on bikes, throw hoops, climb and balance. Children learn about the need to put coats on in cold weather or drink regularly in warm weather through regular discussions. Most documentation is in place to support children's health, however there is no written permission from parents for staff to seek emergency medical advice or treatment if necessary.

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

The provision is good.

Children are well cared for in a friendly, and welcoming environment. Staff carry out thorough risk assessments each morning to reduce potential hazards to the children. The village hall is well set out, allowing children to move around safely and enjoy a wide range of play opportunities within safe surroundings. The children can self select from the activities set out. Appropriate adult to child ratios are always maintained, making sure that children receive good adult support to help them feel safe and secure. Children are well supervised due to good staff deployment which

keeps children safe inside and outside. Children's safety is considered when setting out the room, by placing boards and tables in front of radiators to ensure children can not lean against them and hurt themselves.

Children learn about safety through regular discussions. They know they should walk and not run inside and usually obey the rules. Children learn about fire safety through fire drills, however these are not up to date.

Children's welfare is safeguarded as staff are knowledgeable about child protection issues and know the correct procedures to follow if they are concerned about a child in their care.

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

The provision is outstanding.

Children are happy and settled and are fully engrossed in every aspect of what is offered to them at the pre-school. They are comfortable and familiar with routines and all staff members, and show enthusiasm and interest to learn. Children achieve very well because the staff are knowledgeable about their individual needs and meet them well through planned activities. Under threes are gently introduced to the routines and quickly settle and get involved. Older children set a good example and help younger ones to learn. For example at tidy up time older children help younger ones carry boxes of toys and show them where they are stored. Staff know about the Birth To Three Matters framework and plan to implement this soon. Children are developing rapidly in all areas, due to the exceptional way staff interact with the children and engage them in activities.

### **Nursery Education**

The quality of teaching and learning is outstanding. Planning is very comprehensive and detailed to show how individual needs are planned for and met. Staff have good knowledge of the Foundation Stage Curriculum and plan together to ensure all children's needs are identified in line with the stepping stones. All areas of learning allow the children to be individual. For example, the children had been looking at Chinese New year and had drawn pictures of a dog. Each one was very different, these were put on display for everyone to see. Children are very good at recognising initial sounds. They bring in items from home to put on the 'sound' table and take their turn to talk enthusiastically about what they have brought. Children's attention is captured well through the effective use of different teaching methods. For example a puppet is used to help show items from the sound table. This is given a name and attributes that begins with the same letter. For example the letter is S and Susie the sheep, who can sometimes be silly helps to show the items. Children are able to write their name and are beginning to recognise written names of others. They are encouraged to mark make, however materials for this could be more readily available. Children are good at listening and contribute well at register time. The person in charge told the children she had bought a dog and wanted their help to write a list of items she would need for it. Children were very forthcoming with ideas. Children enjoy expressing their creativity through a variety of media. Role play is very popular. Staff support the children in their play and learning by visiting the ice cream

shop and getting involved in the children's play by buying ice creams from them.

Children achieve exceptionally well in all areas. Children take turns and share well, as they are praised and encouraged for this. New children are supported well by children that have attended for a while. For example they help each other carry toys to be put away. Children show respect for each other by taking turns to talk and listening to each other. Children learn about other cultures and festivals, using a range of resources. For example, children enjoy trying Chinese foods at Chinese new year.

Children thoroughly enjoy group time, they wait eagerly to answer any questions they may get asked and are extremely good at waiting their turn. They enthusiastically discuss the calendar and the weather board, they use their knowledge of numbers and numerals to complete the date, and feel very important when they receive praise and encouragement from the staff for their achievements. Children are thirsty to learn. Staff are skilful at questioning them to help them think for themselves and then asking questions to ensure they have understood. For example, ice cubes were placed around the room in different areas. Throughout the morning children checked these and verbalised what they observed. Staff asked questions such as " Why are the ice cubes at the front melting more quickly?" Children correctly answer "because they are in the sun." Children have lots of opportunities to contribute and they feel valued because every comment is listened to and acknowledged.

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

The provision is good.

Children are extremely well behaved. They know what is expected of them as they have clear boundaries set by staff whom they like to please. Good behaviour is encouraged through positive role models by staff and very consistent messages about expectations. Children are praised at every opportunity, which results in high self esteem. Children are encouraged to resolve their own issues, for example, a member of staff says to one child " ask for the doll if that's what you want?" reminding the child to say please and thank you. This approach has resulted in children taking responsibility for the way they behave and others, and behaviour is excellent. Children display a high level of maturity in their behaviour when in-between activities. For example staff clear away resources and prepare snack while children look at books. They do this quietly either on their own or with a friend. Their behaviour at this time is exemplary.

The provision fosters children's spiritual, moral, social and cultural development.

Children are happy, confident and have a high self esteem. They learn about the wider world through activities based on festivals. For example when they recently celebrated Chinese new year they tried different food at snack time. Children are valued as individuals. Boys and girls have equal opportunities in everything they do and staff support children in their chosen activities. Children with special needs are very well supported. Close liaison with parents and other professionals ensure that specific needs are understood and effectively met.

Partnerships with parents are good, and this contributes to consistency in the children's care and well being at the pre-school. Parents receive regular information about the setting, including information about the foundation stage curriculum and an opportunity to meet with their child's key worker once a year to discuss their child's progress more formally.

## **Organisation**

The organisation is good.

Leadership and management is good. Staff work very well together, supporting one another. Staff are confident of their roles and responsibilities within the group and this contributes to the effective running of each session. The staff are very conscientious, always looking for ways to improve their practice, they are happy to attend courses and workshops when available. Staff appraisals are not in place at present.

Most necessary documentation is in place, and well organised. Daily activities plans and an effective operational plan shows how staff are deployed within the setting, ensuring the children receive good support to encourage learning and progress. The certificate of registration is not on display.

Overall the pre-school meets the needs of the range of children who attend.

## **Improvements since the last inspection**

At the last care inspection it was agreed that the group would devise and make available to parents a written statement on special needs which is consistent with current legislation and guidance; ensuring it was understood and implemented by all staff. There is now a comprehensive statement of special needs in place, which all staff read as part of their induction. They also agreed to ensure good hygiene practices are in place regarding hand washing. The group now supervise the children washing their hands at the sinks before snack time and at other times, ensuring the bowls of water are changed regularly. Regular risk assessments are now carried out and recorded to ensure children remain safe. The group were also asked to make available to parents a written statement that provides detail of the current procedure to follow if they have a complaint. This is now available.

At the last nursery education inspection it was agreed to address two key issues; to develop an effective observation and assessment system that records each child's stage of learning and is used to inform planning for their next step. Regular observations are made on the children and as a result the planning is completed to include individual needs that have been identified. They were also asked to develop planning that links with the stepping stones, so that each child has access to regular varied activities that support and extend their learning, particularly in relation to knowledge and understanding of the world. Children are involved in a wide variety of activities which include the wider world. All are linked to the stepping stones.

## **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 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):

- ensure fire drills are carried out regularly and a log kept up to date.
- ensure written permission from parents is sought to seek emergency medical treatment or advice.
- display certificate of registration.

#### **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):

- make mark making materials more readily available.

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)