



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251403

DfES Number: 524076

INSPECTION DETAILS

Inspection Date 21/01/2004
Inspector Name Deborah Ellerby

SETTING DETAILS

Day Care Type Sessional Day Care, Out of School Day Care
Setting Name Bacton Under Fives
Setting Address Bacton Playcentre, C/O Bacton Community Primary School
Taylors Green, Bacton
Stowmarket
Suffolk
IP14 4LL

REGISTERED PROVIDER DETAILS

Name The Committee of Bacton Under Fives 293638

ORGANISATION DETAILS

Name Bacton Under Fives
Address Bacton Playcentre, C/O Bacton Community Primary School
Taylors Green, Bacton
Stowmarket
Suffolk
IP14 4LL

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

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 playscheme. 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, who are aged from 2 to under 5 years at pre-school and 4 to 14 years at the associated clubs.

The facility is registered to cater for 18 children during each session. There are 38 children on the pre-school roll; 28 of whom receive government funding. The after school club has 35 on roll and there are 16 on the breakfast club roll. The Holiday Group has 46 children on it's register. Children attend varying numbers of sessions per week.

The setting offers care from 07:45 - 09:00hrs for the Breakfast Club, from 09:00 - 11:45 and 12:30 - 15:00hrs for the Pre-School and from 15:15 - 17:30hrs for the After School Club. The Holiday Group operates between 08:00 - 17:30 hrs during every school holiday and on non-teaching days.

There is an established staff of six involved in the running of the setting. Three staff are qualified to Level 3 or above and the remaining staff are undertaking appropriate training.

The setting are currently operating from a small building in the school grounds, after their previous accommodation was condemned. They are fund-raising to enable them to extend the premises.

How good is the Day Care?

Bacton Under Fives provides satisfactory care for children.

The committee and staff liaise well and children benefit from being cared for by a small, experienced and well-qualified staff team. Training is given high priority. Relevant paperwork is in place but not always fully completed. Children are offered a broad range of activities & resources which contributes to the development of their emotional, physical, social and intellectual skills. The pre-school are well-resourced but their present building places limitations on how well these can be used as the space available is so small. More room would allow the children to express themselves more freely, although they cope well with the confined space & show great consideration to one another when moving around.

The pre-school provides a safe environment for children. Staff pay close attention to cleanliness and hygiene routines are observed, but the use of shared face-cloths after snacks is to be discouraged as is the sharing of food. All staff are first-aid trained and a good awareness of child protection supports children's safety needs well. Snacks are varied and nutritious. Children help to share out the food and choose what they wish to eat. Snack time would be further enhanced if adults sat with the children while they ate.

Staff offer children a welcoming & stimulating environment, where good quality resources are on offer. Particular regard is given to the provision of exciting art resources, which are imaginatively used to foster children's interest in creativity. Activities support children's play and learning. Children have good relationships with staff and one another and behaviour is good. Resources reflect the multi-faceted nature of our society so children are learning about diversity through their play.

Relationships with parents are good. They are kept informed of their child's progress through the use of a daily diary, informal discussion and information sessions.

What has improved since the last inspection?

At the last inspection the setting was asked to keep a fire drill log; this is now in place.

They were also asked to keep a record of visitors to the premises; a visitor's book is now in place.

They were also asked to ensure that children in the after school club were able to access a range of activities more appropriate to their age; although this was not looked at during this inspection, the pre-school stated that they have purchased additional resources for this purpose.

What is being done well?

- There is a positive attitude to continual staff appraisal and training and all staff are currently undertaking training to update their knowledge and skills.
- Because there is an established and well-qualified team of staff, arrangements for deputisation are very effective offering children consistency.

- The group size of children during adult-led activities is small, ensuring that children benefit from plenty of individual attention.
- The stability and experience of the staff team means that children feel secure and comfortable in their surroundings.

What needs to be improved?

- hygiene with regard to children's face-washing at snack-time and with regard to the sharing of foodstuffs;
- the operational plan needs to be completed;
- the completion of necessary paperwork with regard to register recording, administration of medication recording and the complaints procedure;

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
14	Ensure that all necessary documentation is correctly completed at all times.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Bacton Under Fives is of good quality. Children are making generally good progress in all areas of the early learning goals.

Teaching is generally good. Staff develop positive relationships with children, they listen to what they have to say and value their efforts. Staff help children learn how to share, take turns, cooperate with each other. They encourage children to be independent in some personal tasks. Staff are good role models and set clear expectations for behaviour, to which children respond and behave well. Staff use their knowledge of the Foundation Stage and early learning goals to plan a varied curriculum. However, planning does not ensure that children have equal access to all areas of the curriculum and assessment is not used effectively to inform the next steps for individual children.

Leadership and management is generally good. Staff work well as a team, they meet together regularly to discuss their work. The play leader has a joint role as coordinator with time set aside to carry out some administrative tasks and to appraise other staff. The committee is supportive of staff, their on-going training is valued and given priority. The committee rely on feedback from the coordinator to monitor and evaluate the effectiveness of the children's learning.

Partnership with parents is generally good. Relationships between staff and parents are positive with a variety of information available to inform parents about the setting. Parental help is welcomed, volunteers are given clearly defined roles to help them feel included. Parents express satisfaction with the setting. A book lending scheme and the use of home diaries gives parents an insight into what children do at the setting but these do not refer to progress in the areas of learning.

What is being done well?

- Children are happy and settled. They form good relationships with each other, and with the adults in the setting.
- Staff manage children's behaviour well and encourage them to share, cooperate and take turns with each other. Children behave well and their self-esteem is fostered appropriately.
- Staff work hard to support the pre-school, they treat children with warmth and respect and are welcoming to parents. They are willing to discuss children's progress with them on request. They plan a varied curriculum for children which makes use of a range of resources both indoors and outdoors.
- Children have opportunities to develop an awareness of their own community, along with an understanding of other cultures and lifestyles.

What needs to be improved?

- Increased opportunities for children to explore their own creative ideas, choose resources and activities independently
- The use of assessments to identify more clearly how individual children will make progression to the next steps of learning and to show how parents knowledge of children's achievements will be used in this process.
- Opportunities for children to initiate conversation with each other and to develop the confidence to speaking group situations.
- Planning, to ensure that 3 and 4 year children have equal access to all areas of the curriculum and to show how activities will be adapted to meet individual needs of children.

What has improved since the last inspection?

The setting has made generally good progress in response to the points for development identified in the last report. This related to the programme for knowledge and understanding of the world which they were urged to extend in order to develop children's understanding of past events and encourage them to question how things work.

To achieve this a collection of artefacts and household objects has been obtained which gives children an insight into how things used to be done and they have opportunities to find out how they work.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy and settled, they have good relationships with staff and each other. They know the routines and respond to the clear boundaries set for behaviour. They are developing self-esteem and show independence in personal tasks, such as serving themselves at refreshment time. But opportunities are not always taken to extend children's social skills. Children use activities set out for them but are not encouraged to select resources for themselves throughout the day.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen to and join in with songs, rhymes and stories. They see that print carries meaning in books, labels and on resources around the room. They enjoy using tools for mark-making, with older children beginning to recognise, and attempting to write, their own names. Children respond to adult initiated conversation and questions, however, there were few instances of them speaking as part of a group or spontaneously to one another.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use puzzles, matching and sorting games and other resources to learn about shape, size, colour and pattern. They are introduced to mathematical language to extend their learning of these concepts. There are some opportunities for children to count aloud and use numbers, though children are not sufficiently encouraged to calculate or problem solve in everyday situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children develop a sense of place through themes and activities which involve the local community. There are opportunities for children to talk about significant events relating to their homes and families and to learn about other cultures and life-styles. They use a range of tools and equipment for design and construction. Children use technology, such as phones, to support imaginative play. There is a computer, but the siting of this makes it difficult to be used effectively by small children.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children begin to learn about how their bodies work and the changes that take place during exercise, particularly during planned activities in the school hall. They use their bodies to create a range of large and small movements as they wriggle, slide, jump, balance and climb with care and confidence. Dexterity and hand to eye coordination is developed through the use of tools and equipment, such as paint brushes, glue spreaders and musical instruments. Personal hygiene is promoted.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children respond to sensory experiences, such as showing pleasure when they smell toast being prepared for their snack time. They enjoy planned creative activities to explore colour and texture and respond with enthusiasm to the music used to accompany their P.E. activity. There are less opportunities for children to express and communicate their own thoughts, ideas and feelings in spontaneous, freely chosen activities.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Key issues :-
- Develop planning to ensure that all 3 and 4 year old children have equal access to all areas of the curriculum. Show how activities will be adapted using assessments to identify more clearly how individual children will make progression to the next steps of learning.
- Encourage children to be more independent and confident in selecting activities and resources for themselves and to initiate conversation with their peers and to speak in group situations.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.