



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 105829

DfES Number: 515537

### INSPECTION DETAILS

Inspection Date 19/01/2005  
Inspector Name Jennifer Barton

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Bassetts Farm Pre-School  
Setting Address Bassetts Farm Primary School  
St Johns Road  
Exmouth  
Devon  
EX8 4EH

### REGISTERED PROVIDER DETAILS

Name The Committee of Bassetts Farm Pre School 900102A/I-R

### ORGANISATION DETAILS

Name Bassetts Farm Pre School  
Address Bassetts Farm Primary School  
St Johns Road  
Exmouth  
Devon  
EX8 4EH

## 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

Bassetts Farm Pre-School is committee run and opened in 1983. It operates from a prefabricated building within the grounds of Bassetts Farm Primary School. There is one large play room, toilet facilities, a kitchen, office and enclosed outdoor play area. The pre-school serves the local area.

There are currently 48 children from three to five years of age on roll. This includes 46 funded three and four-year-olds. The pre-school support children who speak English as an additional language. The pre-school opens five days a week during school term times and sessions are from 09:00 to 15:00 on Mondays to Thursdays and from 09:00 to 12:30 on Fridays. Children attend for a variety of sessions. The group also runs holiday activity sessions for children aged three to eight years of age during the summer holiday period.

Six staff work with the children. Three staff have early years qualifications equivalent to NVQ level 3 and two of these have completed NVQ level 4. Two staff are currently working towards NVQ 3 in early years. There is also an administrator employed in the pre-school. Bassetts Farm Pre-School is a member of the Pre-School Learning Alliance.

### How good is the Day Care?

Bassetts Farm Pre-School provides good care overall for children aged three years to five years of age. Staff provide an attractive, warm and welcoming environment for both children and adults. Space and resources both indoor and outdoor are well organised and there are many displays of children's work and posters to provide a bright and cheerful setting. Staff have relevant qualifications and experience and there is a good ratio of staff to children, however, there is no formal staff induction in place.

Positive steps are taken to promote health and safety. There are effective systems for the safe arrival and collection of children and risk assessments are completed daily. Although staff are aware of their responsibilities and procedures for fire safety

the fire log record does not meet the recommendations of the fire officer. Procedures to prevent the spread of infection and take appropriate measures when children are ill are in place with good documentation and hygiene practices.

Staff provide a wide range of exciting resources and plan interesting activities to ensure all children are included and their needs are met. Staff regularly observe children to ensure they are progressing appropriately. Staff are good role models, they use effective strategies for behaviour management.

Partnership with parents is good. Appropriate documentation and update forms keep staff well informed about the children. Prospectus, newsletters and notices inform parents about the setting. Children's development and progress is shared through daily contact and formal meetings.

### **What has improved since the last inspection?**

Improvement since the last inspection has been good. Issues were raised concerning the child protection policy and the complaints procedure. The child protection policy has been updated and effective procedures now keep children safe. The complaints procedure has been amended and now includes Ofsted contact details for parents who wish to make a complaint.

### **What is being done well?**

- Staff provide an attractive and well organised setting that is warm and welcoming for the children. There is a wide range of resources and children's work is on display.
- Positive steps are taken to promote children's safety. There are daily risk assessments completed both indoor and outdoor, and effective procedures for the arrival and collection of children
- Staff plan interesting and exciting activities and ensure all children are included.
- Staff use effective strategies to encourage good behaviour. They are calm, kind and caring, and reinforce sharing and good daily routines.
- Working in partnership with parents is good. There are opportunities to share children's development and progress. Clear notices and newsletters keep parents informed about the setting.

### **What needs to be improved?**

- the development of a staff induction system
- the appropriate completion of fire log records.

### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out**

**from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

**Outcome of the inspection**

Good

**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
2	Develop a system for staff induction.
6	Meet any recommendations made by the Fire Safety Officer (in this case completing appropriately a Fire Log Book).

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

### How effective is the nursery education?

Bassetts Farm Pre-school is providing effective nursery education and children are making generally good progress overall towards the early learning goals. Provision for personal, social, emotional and physical development is given high priority and consequently children are making very good progress.

The quality of teaching is generally good. A good range of interesting activities and resources are provided. Staff have a good knowledge of the six areas of learning and planning and children's assessments cover these areas, although some aspects of the six areas of learning do not receive sufficient regular attention and links to the stepping stones are not clear. Staff make good use of some opportunities to promote children's learning by extending questioning to make children think. However, staff miss some occasions to maximise learning experiences for example in the role play area. Staff are good role models and use effective behaviour management strategies to encourage children's good behaviour.

Leadership and management is generally good. There are clear roles and responsibilities and regular meetings to monitor and evaluate the provision. Committee, staff and parents are welcome to the meetings to ensure a good liaison and that the setting runs smoothly. A weakness in the provision has been recently identified and the committee has set up a sub committee to support the development of new premises. However, systems to monitor and evaluate the quality of education are not fully effective in identifying areas for improvement such as planning and assessment.

Partnership with parents is very good. The prospectus includes information on the six areas of learning and details of correct handwriting skills to help parents to support their children's learning. Parents are encouraged to share books with their children through the library system. Written records on children's progress are shared with parents.

### What is being done well?

- Children's personal, social and emotional development is strong, children are confident, independent and behave well. Staff are good role models and they use effective strategies to promote good behaviour.
- Staff provide interesting and challenging activities and children have access to a wide range of resources.
- Partnership with parents is effective, there are systems to support parents to share in their children's learning.
- Children are developing very good physical skills and the exciting and challenging outdoor areas supports this particularly well.

**What needs to be improved?**

- the development of planning to ensure a balance across all aspects of the six areas of learning, such as developing writing for different purposes, encouraging linking sounds to letters and understanding weight and capacity
- the assessments on children's development to show in more detail progress along the stepping stones
- staff deployment and interaction in role play areas and, water and sand play to promote children's learning in these areas.

**What has improved since the last inspection?**

Improvement since the last inspection has been very good. The setting agreed to continue to redevelop their outdoor area and provide more challenging activities to improve climbing and balancing skills. Children now have an exciting and challenging outdoor area providing a grassed area and safety floor area which includes two climbing frames for different abilities, numerous wheeled toys of different sizes, play house and boat. There is a picnic area and space for children to use as a garden and grow flowers and vegetables.

The setting also agreed to record children's observations, plan what they needed to learn next and inform assessment records. All staff regularly observe children and record on 'post its' during sessions. This observation is transferred to children's assessment records out of sessions. Staff use this assessment record when completing weekly planning to ensure children's needs are met.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing confidence, independence and are motivated to learn. Children are able to choose between activities, select resources for themselves and take care of their personal needs. Children behave well, they are familiar with everyday routines and understand what is right and wrong. They are able to share and take turns, and be polite and considerate to others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's listening and speaking skills are developing well. They are able to use language to explain real and imaginary situations. Children listen well to stories and singing rhymes. There are many opportunities to access books and children are encouraged to take books home. However, every day activities are not sufficiently used to link sounds to letters. Some children are able to recognise and write their name, but opportunities to develop writing for a variety of purposes is limited.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are recognising numbers and have many opportunities in daily routines to reinforce counting. They count the number of children and adults at register time and work out the date. There are well planned activities for children to begin to understand the concept of number and to add one and take one away. Children sometimes use mathematical language relating to shape and size but there are missed opportunities to understand about weight and capacity in sand and water play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Planned activities and resources provide a positive image and opportunities to learn about different cultures. Children have some opportunities to learn about their environment and their own lives through discussion, books and activities. Children are encouraged to explore and investigate and grow flowers and tomatoes in their outside area. Information and communication technology is used well to support children's learning.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move safely and confidently both indoors and outdoors. Regular physical activities both indoors and outdoors help children to develop skills in using large and small equipment. Children are able to handle tools safely and with control in activities such as craft and woodwork. Children show they have space awareness and are developing coordination during music and movement sessions. Children are encouraged to eat healthy.

## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Role play resources including dressing up clothes and puppets are varied and allow children to use their imagination and own experiences, however, children's development is not always extended by staff. Children enjoy participating in arts and crafts where they explore colour, texture and natural materials. Children have access to a wide range of musical instruments and are exploring sound and learning about movement to music in both free and structured play.

**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**

- consider staff deployment in role play, sand and water play to extend children's learning in these areas
- further develop planning so all the aspects of the six areas of learning receive sufficient regular attention. Ensure planning and children's assessments are linked to the stepping stones.

*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.*