



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 155768

DfES Number: 519787

INSPECTION DETAILS

Inspection Date 13/01/2004
Inspector Name Margaret Coyne

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Bushmead Pre-School
Setting Address Hancock Drive
Luton
Bedfordshire
LU2 7SF

REGISTERED PROVIDER DETAILS

Name The Committee of Bushmead Pre-School 1051111

ORGANISATION DETAILS

Name Bushmead Pre-School
Address Hancock Drive
Luton
Bedfordshire
LU2 7SF

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

Bushmead Pre School opened fourteen years ago. The group operates from one room in the community centre on the Bushmead estate in Luton. They have shared use of the toilets and kitchen and use an enclosed area for outdoor play. The group is situated in the middle of the estate and is close to the local shops and other amenities. The group serves the local community and surrounding areas.

There are currently 59 children from 2 years to 5 years on roll. This includes 46 funded 3 year olds and 9 funded 4 year olds. Systems are in place to support children with special needs and those who speak English as an additional language.

The pre-school is open five days a week term time only. Sessions are from 09.30 until 12.00 and from 12.45 until 3.00 on a Monday, Tuesday and Wednesday. Children attend for a variety of sessions.

Ten part time members of staff work with the children. Over half the staff have an early years qualification to NVQ level two or three. Three members of staff are currently working towards a recognised early years qualification.

The pre-school receives support from a mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Bushmead Pre-School provides good quality care for children. The provision is well managed with a relaxed and friendly atmosphere. The operational plan covers all areas of the day-to-day running of the pre-school. Children are grouped well with good staff support and a wide variety of resources. The play leader and staff hold regular meetings to update knowledge and ensure the appropriate standard of care for children is continually met. However, consideration must be given to ensure all staff hold a suitable qualification and to develop a system to assess staff performance. Staff show a high level of awareness of risks and suitable precautions are taken to ensure these are minimized. Staff and children take part in regular fire

drills. The pre-school has a dedicated committee who are actively involved with the group. Most documentation and records are in place. However, care must be taken to ensure all relevant records and procedures are in place and contain up to date information.

Space is used effectively and the activities are purposeful, stimulating and interesting and enjoyed by all the children. Children are occupied, happy and can access activities freely. Resources are well presented to encourage children to play. Staff are fully involved with the children supporting their play and building warm and trusting relationships. Staff use encouragement and praise for all children building their confidence and self-esteem. There are good systems in place to assess and monitor any child with special needs and those who speak English as an additional language. Staff implement the behaviour management policy consistently, children are aware of the boundaries and are well behaved.

There is good information shared with parents both written and displayed on site. Parents receive information about activities and are welcomed into the setting for open mornings to share information about their child's progress and achievements.

What has improved since the last inspection?

At the last inspection the provider agreed to provide a risk assessment, to develop a system to have a regular exchange of information between parents and staff, to provide an action plan with regard to the play leader obtaining a level three qualification, to ensure at least one member of staff holding a relevant first aid certificate is on the premises at all times and to ensure parents are aware of the policies and procedures for the group. A thorough risk assessment is now in place and completed both on a daily basis and annually. Parents are asked to complete an 'I can do' book detailing their child's stage of development. Regular open mornings are held and parents are invited into the setting on a regular basis to review their child's work. Two members of staff currently hold a suitable first aid certificate with two other staff members waiting to attend a course. All policies and procedures are displayed on the notice board for parents to see and reference is made to them in the pre-school prospectus. The action regarding training for the play leader to obtain her level three qualification is still outstanding and has been further addressed at this inspection.

What is being done well?

- Children enjoy a range of interesting, stimulating and challenging activities which they can freely access. Children confidently move around the room and are occupied during the session. Staff are fully involved with the children, interact well and are attentive to their needs.
- Children are confident and their feelings of security are well fostered by staff. Staff respond to children's interests and give praise and encouragement at all times developing children's self-esteem.
- Staff implement the behaviour management policy well and children respond to direction from staff. Children's behaviour is good, they are learning to

share and play well together.

- Staff work in partnership with parents and carers. They are friendly and approachable, welcome parents to participate in activities, and share information about children's progress and achievements. Parents are encouraged to join the parent helper rota and be involved with the committee.

What needs to be improved?

- the qualification of the play leader to ensure she meets the required level three qualification
- the procedure for the induction of staff and for the assessment of staff performance
- consent forms to ensure they include written consent to administer medication, first aid treatment and emergency treatment

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 must take the following actions by the date shown

| Std | Action | Date |
|-----|--|------------|
| 1 | Develop and implement an action plan that sets out how supervisors will achieve a level 3 qualification. | 31/01/2004 |

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

| Std | Recommendation |
|-----|---|
| 2 | Develop and implement an effective induction procedure for staff and a method to assess staff performance |
| 7 | Request written permission from parents for seeking emergency medical advice or treatment and before administering medication to children |

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 Bushmead Pre-School is good. It enables children to make very good progress towards the early learning goals in their mathematical development, knowledge and understanding of the world and physical development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a good understanding of the early learning goals. Children's assessments take account of the stepping-stones and staff use these for future planning. Staff are well deployed throughout the session. They provide well-planned activities that engage and maintain the children's interest. There are limited opportunities for children to use language and word recognition and to develop independence skills in some areas. Staff encourage children to use their knowledge for counting and simple calculation in everyday activities and play situations. A range of purposeful activities and opportunities encourage children to explore and investigate but spontaneous opportunities to develop children's creativity are sometimes missed. Staff have built warm relationships with the children, fostering feelings of security and children's confidence. Children behave well and respond to direction from staff. Good systems are in place to support children with special educational needs.

Leadership and management is generally good. The committee plays an active role in the group and works closely with the play leader and team of staff. The group continually monitors and evaluates their practice in order to provide an effective educational program.

The partnership with parents and carers is very good. Parents receive useful information about the activities and play an active role in their child's learning. They have opportunities to talk informally and formally with staff at parents' mornings. They are invited into the group regularly to see their child's work and discuss their progress.

What is being done well?

- Children's curiosity and imagination is skilfully developed as they explore self-selected activities such as the role-play area. They work and play independently and are well supported by staff.
- Children are settled, happy and confident in the group. They have developed a good understanding of right and wrong, are forming attachments, play cooperatively and share resources well.
- Children confidently recognise numbers and use counting and simple calculation in everyday and practical situations. For example, when using the computer, singing number songs, games, number lines and counting at snack time.

- Children's physical skills are well developed in all areas. Their fine motor skills are developed through using one-handed tools such as scissors, threading cards and the computer mouse. Their large motor skills are developed when using outdoor space and equipment. Children collaborate when sharing the task of pushing the roundabout to make it go faster and slower using one foot.
- Staff have developed effective assessment systems, which clearly show children's progress in the Foundation Stage, these are used to develop future plans and targets for children's learning

What needs to be improved?

- the opportunities for children to use language to explore experiences and events that are important to them during large group and one to one time with adults
- the opportunities for children to use their knowledge of words and recognise that print carries meaning, for example, through the use of labels around the room
- the spontaneous opportunities for children to develop their individual creativity

What has improved since the last inspection?

The pre-school has made generally good progress since their last inspection. Staff have developed their questioning skills and use these throughout the sessions encouraging children to count and use simple calculation. Additional resources have been provided which give the children more opportunities for problem solving, sorting and sequencing including recipe cards for cooking activities and opportunity to pack boxes in a certain order to ensure everything fits. Children have more opportunity to develop their own stories in small groups and imaginative play. A 'Tell a story' game is used to encourage memory, sequencing and creative language. However, children have limited opportunities to use language to explore experiences and events that are important to them, this is carried forward as a recommendation in this report.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children have developed good relationships with each other and adults in the group. They show pride in the work they produce which is well displayed. Behaviour is very good and children are aware of what is expected of them. Children are confident, happy and relaxed. Their self-esteem is well fostered by staff. They have developed some independence skills in most areas. Children are cooperative with each other and play well in small groups sharing resources such as the computer.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy listening to stories during large group time and one to one with adults. They can link some sounds and letters including their own names and familiar words e.g. d for dog, dentist, dress etc. There are few opportunities to further develop their skills of reading familiar words and simple sentences to gain an understanding that print carries meaning. Children experiment and practise writing and mark making skills using a range of equipment and most can write their own name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently recognise numbers and engage in counting and simple calculation in everyday and planned activities, for example, when taking part in number songs, games and at snack time with adult support. Children use mathematical language when describing a trip around the playground; turn left, turn right, forwards, backwards and during activities such as weighing, measuring and sorting. Children learn how to follow a sequence when cooking and following cookery cards.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children take part in activities that develop their interest in the world around them; they explore the local environment and learn how to take care of the countryside. Children learn about growth and change through topics such as how plants grow and examining insects. Their design and making skills are well fostered using a range of materials, equipment and techniques. Children gain an awareness of cultures and beliefs through interesting activities such as weddings from other cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have opportunities to climb, balance, peddle and jump using a range of outdoor equipment. Large motor skills are developed well and children can use their bodies to obtain a desired effect for example when using one foot to push the roundabout at different speeds. Children are able to manipulate tools with skill and dexterity for example threading beads, using scissors, glue spreaders, a scraper for 'cementing' bricks together and pouring sand and water.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children learn about texture, colour and techniques when engaged in creative projects and build two and three-dimensional models. However, the focus of adult led activities limits the opportunities for children to spontaneously develop their creativity. Staff foster children's imaginations when they take part in familiar role-play situations e.g. home corner, hospital and shops. Children have opportunities to use musical instruments and take part in music sessions with a visiting music teacher.

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

- increase opportunities for children to use words and labels to develop word recognition and understand that print carries meaning and to develop their language skills to express themselves when talking about their own experiences and events in their lives
- increase opportunities for children to develop their creativity.

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.