



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY216944

DfES Number: 500254

INSPECTION DETAILS

Inspection Date	27/09/2004
Inspector Name	Jane Louise Tallent

SETTING DETAILS

Day Care Type	Out of School Day Care, Sessional Day Care
Setting Name	Buckenham Pre-school & Nursery Group
Setting Address	Buckenham County Primary School Abbey Road Old Buckenham Norfolk NR17 1RH

REGISTERED PROVIDER DETAILS

Name	The Committee of Buckenham Pre-School & Nursery Group 1030876
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ORGANISATION DETAILS

Name	Buckenham Pre-School & Nursery Group
Address	Old Buckenham County Primary School Abbey Road Old Buckenham Norfolk NR17 1RH

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

Buckenham Pre-school and Nursery Group opened on these premises in 2002. It operates from a purpose built mobile unit, which is sited in Old Buckenham Community School grounds. The premises comprise a large play room, kitchen, storage area, toilets, cloakroom and direct access into a securely enclosed outdoor area. Old Buckenham is in a rural part of Norfolk, where the group serve the local area.

There are currently 35 children from 2 to under 5 years on roll. This includes 26 funded 3-year-olds. Children attend for a variety of sessions. The setting currently supports children with special educational needs. There are no children attending who speak English as an additional language.

The group opens five days a week during term times. Sessions are from 8:45 to 15:00. Six staff work with the children, some on a part-time basis. There are four qualified and experienced members of staff present at each session. Together they receive support from an external link teacher and the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Buckenham Pre-school and Nursery Group provides good quality care for children.

Staff are very well organised, most are qualified and all demonstrate experience in childcare. Most of the staff regularly attend workshops to update their knowledge of child protection, special educational needs, behaviour and equality of opportunity through play. They are positive, good humoured and even handed when dealing with the children. They create a happy and stimulating environment for children to play and grow up in.

Safety is prioritised and appropriate measures are in place to create a secure environment for children to play in. Regular risk assessments, cleaning routines and equipment checks are carried out to maintain the high level of care offered to

children. Overall hygiene is good, which enables children to eat their packed lunches in a suitable environment.

A wide range of good quality resources is available for children to explore as they play. These include multi-cultural, non stereo-typical toys. Staff are imaginative with the equipment available to them. All toys and equipment are in good condition and appropriate for the ages and stages of development of children who attend the group.

The partnership with parents and carers is very good. Parents are given sufficient information about the group to encourage them to make valuable contributions to their children's care, and to be informed of events, and of how they are able to support them.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Interaction is warm and friendly. Relationships between staff and children are very good. This has a positive impact on children's confidence and self-esteem. The children settle well, are making friends and developing good independence as they play.
- Stories are well told to engage the children and help them to develop good listening skills. This effectively promotes their early enjoyment of books.
- Resources are well used to create a rich and stimulating environment, where children can thrive, develop skills and initiate their play.
- The relationship with parents and carers effectively enables them to contribute towards maintaining the good standard of care afforded to their children.

What needs to be improved?

- the complaints procedure.

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
12	Update the written complaints procedure, to include the address and telephone number of the regulator.

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

How effective is the nursery education?

Buckenham Pre-school and Nursery Group provides very good quality nursery education. Children are presented with an imaginative curriculum, supported by good resources to enable them to make very good progress in all areas of their learning.

The quality of teaching is very good. Staff are qualified, experienced, friendly, positive and good role models for children. They successfully balance free, imaginative and spontaneous play opportunities, such as pass the parcel, with purposeful, sustained activities. Staff demonstrate flexibility in order to maintain the children's interest and help them to make progress.

Staff complete children's assessments and these are well used to inform planning so that the activities are meaningful to children as individuals, and enables them to move on to their next stage of learning, in all areas, although outdoor play is predominantly free choice.

The leadership and management of the pre-school is very good. The committee support staff members with appointing and appraising staff, and producing, updating and circulating the pre-school's policies and procedures. In this way they are able to successfully monitor their own effectiveness.

The partnership with parents and carers is also very good. Parents demonstrate their support for the pre-school by serving as committee members, attending events, reading newsletters and engaging in informal conversations with staff on a daily basis. In this way both parties are able to make practical contributions towards the children's learning.

What is being done well?

- Relationships are excellent between staff, children, parents and carers. They all treat one another respectfully and with affection. Consequently the children are confident and have good self-esteem
- Children are motivated by a variety of stimulating activities that are appropriate for their ages and stages of development. As a consequence they show interest and growing confidence in all areas of the curriculum. They happily engage in imaginary play, recreate stories, practise physical skills and are helped to make good progress
- Children's knowledge and understanding of the world and personal, social and emotional skills are prioritised. This helps the children to show sensitivity and be thoughtful and caring towards others. A direct impact of this is visible in the children's good behaviour and the friendships that they are making.

What needs to be improved?
<ul style="list-style-type: none">• There are no significant weakness to report.

What has improved since the last inspection?
<p>The pre-school has made very good progress in implementing both of the two action points raised in the previous inspection.</p> <p>Staff effectively use mathematical language and introduce resources to promote mathematical development. They have introduced number bags and display children's creative work well to provide points of reference, such as comparative images of the tallest and shortest children in the group.</p> <p>Planning has improved. Staff identify the six areas of the curriculum when writing their observations of children. The observations are referred to when planning challenges for the children, which is reflected in the good practice observed.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children settle well, are encouraged to share and take turns, and are making friends. Interaction is good and children behave well. They are gaining confidence and beginning to share some responsibility for their personal care. They are helped to pour drinks, wash hands, tidy up, and help to clean tables. Resources effectively support children's understanding of diverse cultures and beliefs. Children choose what to do, and all wrap parcels for impromptu games.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are able to communicate well and share their experiences. They are captivated by the Giant Turnip story and join in with repetitious parts. Children also hold books correctly as they enjoy looking at them individually. Some children have begun to link sounds to letters, as they identify personal items on the sound table. Most of the children make marks confidently on paper as they play. Many can form recognisable letters in their names and recognise their name labels when shown.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children practice counting during routine activities and some are able to count to ten unaided. Staff use mathematical language well across the curriculum, during games and in imaginary role play situations. The children use money and tills creatively to reinforce their learning. Children have begun to use simple addition and subtraction in action songs and familiar routines. Children have good opportunities to compare items and fill number bags with the corresponding number of objects.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Opportunities for children to explore their environment are provided through topics, visitors to the group and outings. They observe changing seasons during outdoor play and as they grow plants and care for them. The children learn about cultures and festivals in topics and are able to show sensitivity towards other children. They are provided with frequent opportunities to build three dimensional buildings which help them to see how things work. Good use is made of the computer.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are developing spatial awareness through activities, where they are required to move with control. Their co-ordination and manipulative skills are developing well and they are able to climb, ride on bikes and move confidently around the room to taped music. Children show control of their hands and fingers when joining puzzles together and using pencils, crayons, scissors and glue sticks. The children are learning how to keep healthy and assume some responsibility for their own care.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children use a variety of materials to communicate their ideas and explore textures, colour, shape and form. They enjoy imaginary role play and make picnics before playing pass the parcel. Children's sensory development is well supported by staff during dough and shaving foam activities. Group collages are attractively displayed to value the children's creative talents and serve as points of reference. Children like to sing and show excitement as they listen to recordings of their voices.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to including outdoor play activities in plans, to effectively increase the challenges for children of all abilities.

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.