



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY271062

DfES Number: 580970

INSPECTION DETAILS

Inspection Date 05/10/2004
Inspector Name Kristin Hatherly

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Bushytails Pre-School
Setting Address Kingsthorpe Village Primary School
Knights Lane
Northampton
Northamptonshire
NN2 6QL

REGISTERED PROVIDER DETAILS

Name The Committee of Bushytails Pre-School

ORGANISATION DETAILS

Name Bushytails Pre-School
Address 12 Dorset Road
Northampton
Northamptonshire
NN2 7PU

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

Bushytails Pre-School has been established since the 1960's. It operates from a mobile building sited at Kingsthorpe Village Primary School. It is managed by a parent committee. There is one main room in the mobile, a foyer and four toilets including a toilet for use by people with disabilities. The kitchen leads from the main hall. The group serves the local community.

The pre-school is registered for 26 children between the ages of 2 and 5 years. There are currently 17 children on roll. This includes eight funded three-year-olds. The pre-school is able to support children with special education needs and children who speak English as an additional language.

The group currently runs term-time, Monday to Friday from 09:00 until 12:00.

There are four staff members who have recognised early years qualifications or are working towards them. The setting receives support from the Early Years Development and Childcare Partnership and is a member of the Pre-School Learning Alliance.

How good is the Day Care?

Bushytails Pre-School provides satisfactory care for children. The setting offers a warm and welcoming childcare experience. The premises are safe, secure and suitable for their purpose. Good use is made of space. There is a good range of furniture, equipment and toys which are appropriate for their purpose and organised effectively so that children's needs are met. Most records and procedures are satisfactory. However, the special needs statement, child protection policy and complaints procedure lack some details.

Staff are friendly and caring. They develop good relationships with the children. There are clear routines to sessions which help children feel secure. Staff promote safety and are aware of potential hazards so that children are kept safe during indoor and outside activities. Good systems are in place to monitor access to the

premises. Health and hygiene practices are maintained.

A broad range of meaningful activities are planned which stimulate the children well. These include opportunities for children to learn about diversity.

The Pre-School develops positive relationships with parents. A range of useful information is provided when children start at the pre-school. However, parents are not so well informed about their children's continued progress. Generally, parents report positively about the care of their children.

What has improved since the last inspection?

not applicable

What is being done well?

- There is a wide range of activities, toys and resources both inside and outside. This promotes the children's emotional, physical, social and intellectual capabilities.
- Positive steps are taken to ensure that up to date information and clear procedures are in place with regard to children's special dietary requirements, preferences or food allergies, thus ensuring the good health of the children
- Staff build positive relationships with the children. They listen to and value what children say and provide consistent routines which result in very good behaviour.

What needs to be improved?

- documentation, by ensuring the special needs statement is consistent with current legislation, that the complaints procedure includes the address and telephone number of regulator and the child protection statement includes procedures in case of allegations against staff and volunteers.

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
10	Ensure that the written statement on special needs is consistent with current legislation and guidance.
12	Ensure that the Complaints procedure includes the address and telephone number of the regulator.
13	Ensure that the child protection statement includes a procedure in the event of allegations against a member of staff or volunteer.

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

How effective is the nursery education?

Children attending Bushytails Pre-School are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have a clear understanding of the Foundation Stage and plans identify learning intentions, although evaluations do not make it clear whether these have been achieved. There is an effective system for observation and assessment but it is not used to plan the next steps in learning for individual children. Staff provide a stimulating environment which engages children well. Staff make good use of carefully framed questions to develop children's thinking skills. There are suitable systems in place to support children with special educational needs and children who do not speak English as their first language. Staff manage children's behaviour effectively and children behave well. Space and resources are organised so that children can move freely and make choices in their activities.

Leadership and management is generally good. The staff and supportive committee work well together. Staff use a collaborative approach to planning and daily routines. They continue to develop their skills and show a commitment to the continuing improvement of the care and education offered by evaluating their practice. They work well together as a team.

Partnership with parents is generally good. A good range of information is available to parents so that they are aware of the Foundation Stage and how the pre-school operates. Staff are available at any time to discuss children's progress. Parents are invited to join in special events and receive information with regard to current topic work. However, they are not so well informed about the children's achievements and progress and this reduces their scope to support learning at home.

What is being done well?

- Children are confident and motivated to learn. They begin to co-operate with each other and confidently take part in activities in small and large groups.
- Children speak clearly and confidently and use language for a variety of purposes. They are confident to speak in familiar groups and during role play.
- Staff have developed good relationships with the children and have developed clear routines enabling them to feel secure which results in good behaviour.
- Children make connections with their learning through role play situations which they develop and extend imaginatively.

What needs to be improved?

- opportunities for children to link sounds to letters
- opportunities for children to solve simple mathematical problems
- opportunities for children to learn the benefits of being healthy and active
- planning, by using observations and assessments to plan the next stage in learning for individual children
- evaluation of activities in relation to the learning intentions identified in the activities to inform future planning

What has improved since the last inspection?

Generally good progress has been made towards meeting the key issues requested at last inspection. The pre-school is working closely with the Early Years Development and Childcare Partnership and the Pre-School Learning Alliance to develop their plans. All staff are now involved in the planning and there is a key worker system in place to ensure that children are observed regularly to inform planning and observations and assessments are shared at team meetings and planning meetings. However, there are still limited opportunities for children to experiment and find out why things happen.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested and motivated to learn. They develop good relationships with staff and peers, begin to co-operate with each other and assist staff with tasks. They confidently take part in activities in small and large groups. Children respond readily to clear guidance and know what is expected of them. They behave well. They are growing in confidence and independence, pouring drinks at snack time, visiting the toilet and washing their hands.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently in small and large groups. They listen, respond to questions and link words to actions. Children are developing their early writing skills. Three year old children make marks and four year old children write recognisable letters of their name, some can write all of their name. Children recognise their name from cards and regularly share books. Opportunities for children to link letters to sounds are limited.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing an interest in number and engage in spontaneous counting during activities. Children discover the properties of different shapes as they work with construction and craft activities. They use words to describe position, weight and size and explore capacity as they work with sand and water. Opportunities for older children to solve simple problems are limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about growth by planting and investigate the properties of a variety of materials. They are able to complete simple programmes on the computer. Children talk about past and present events in their lives and develop an awareness of their own and other cultures. They are able to investigate the locality and natural environment. There are limited opportunities for children to investigate and explore how things work and why things happen.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move and use equipment with increasing control. They show an awareness of their own and others personal space during activities and when playing together. Children successfully use a variety of tools and equipment to develop their small hand and whole body skills. There are insufficient opportunities for children to learn about the benefits of being healthy and active.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore and express their creativity using a variety of interesting materials and resources. They experiment in two and three dimensions. Children sing together in large group time. They use musical instruments to explore different sound patterns. Children make connections in their learning through a variety of role play situations which engage them well.

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

- ensure that the evaluation of activities relates to the learning intentions identified so as to inform future planning
- make sure that observations and assessments are used to plan the next stage in learning for individual children
- provide further opportunities for children to link letters to sounds and to develop their mathematical skills by solving simple problems.

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.