



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 143444

DfES Number: 514723

INSPECTION DETAILS

Inspection Date	20/01/2004
Inspector Name	Kate Houghton

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	BUNNY WARREN PRE-SCHOOL NURSERY
Setting Address	FRATTON COMMUNITY CENTRE TRAFALGAR PLACE,FRATTON PORTSMOUTH Hampshire PO1 5JZ

REGISTERED PROVIDER DETAILS

Name	The Committee of Bunny Warren Pre-School Nursery
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ORGANISATION DETAILS

Name	Bunny Warren Pre-School Nursery
Address	Fratton Community Centre Trafalgar Place, Fratton Portsmouth Hampshire PO1 5JZ

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

Bunny Warren Pre-School Nursery was established in 1980, it is situated in the Fratton area of Portsmouth and serves the local area. It is managed by an elected committee of parents. The day to day running of the pre-school is the responsibility of the manager. The pre-school is situated within a community centre and has exclusive use of two rooms and toilet facilities on the ground floor. The 2 year olds have the use of the Bobtail room upstairs, with toilet facilities provided on this floor. There is access to safe and secure outdoor play area. The pre-school staff members include a team of supervisors and trainee students who are qualified to NVQ level 4, 3 and 2. The pre-school receives funding for twenty 3 year olds, six 4 year olds and supports children with additional needs. The pre-school operates for 45 weeks of the year. It opens from 09:00 - 15:15. Monday to Friday. The setting receives support from the Early years Development and Childcare Partnership.

How good is the Day Care?

Bunny Warren pre-school provides satisfactory care for children. Staff are suitably qualified and experienced to care for children. Space available is organised appropriately and children are supervised sufficiently. Children appear to be happy and confident in their surroundings and have positive relationships with the staff. The environment is welcoming to children and arrangements are in place to maintain security of children within the setting. Most equipment, toys and furniture are in place which is suitable for all children to access. Most documentation is in place, however procedures for a lost or uncollected child are not shared with parents and the daily register does not contain sufficient detail. Emphasis is placed upon the safety of children within the setting and outside and procedures regarding health needs of children are followed as part of the daily routine. Children are provided with an appropriate range of drinks and snacks, their individual needs are identified and parents wishes are respected. All children are welcomed and valued within the pre-school and most arrangements are in place to follow child protection procedures appropriately.

An appropriate range of activities are provided for children and most resources are

in place that reflect positive images of differences within our society. All children are encouraged to participate in activities and children are inspired to have regard for their environment. Appropriate methods are in place to manage behaviour and staff promote positive role models.

Positive relationships are promoted with parents and information is exchanged on a regular basis.

What has improved since the last inspection?

At the last inspection actions were raised and the group agreed to maintain an accurate record, signed by parents of all accidents to children. Put in place procedures for informing Ofsted of significant events.

Put in place written procedures of how significant injuries and accidents will be dealt with by all staff.

Procedures with regard to the recording of accidents are in place and information is shared with parents. Staff observe the procedures and follow steps to care for children appropriately.

Staff are aware of procedures to inform Ofsted of significant events and what these may be.

Procedures are in place which include written information of how significant injuries and accidents will be dealt with by all staff. Comprehensive information is included in the Health and Safety policy and code of practice document. Staff are made aware of procedures during their induction and the management committee are committed to updating and enhancing staff awareness through training to support the care needs of children being cared for.

What is being done well?

- A named staff member is the Health and Safety Officer and is responsible for carrying out regular risk assessments within the pre-school and outside. All staff are aware of their responsibility to keep children safe and secure and written procedures and policies are shared and displayed. Fire drills are practiced regularly and a fire log is kept. Emphasis is placed on the security of children arriving and leaving the premises and procedures are in place to protect children. Staff monitor the arrival and departure of children closely and are vigilant about keeping the entrance door to the pre-school secure. Visitors are requested to sign the visitors book.
- Parents and children are encouraged to visit the pre-school for visits as part of the settling in procedure, parents are welcomed and positive relationships are promoted. Parents are valued and their wishes are respected, parents are invited to involve themselves within the pre-school and a parent rota system is in place to encourage participation. Parents are encouraged to share their skills and take opportunities to use any areas of expertise to enhance the experiences of children within the pre-school. Parents have been into the

pre-school to play guitar,banjo and demonstrate the bathing of a baby.

- Children are inspired to have regard for their environment and staff promote positive role models and encourage children by good example,children enjoy being involved and help to sweep up after using the sand tray and tidy the play areas.

What needs to be improved?

- arrangements to provide appropriately sized tables and chairs for all children to access;
- procedures for child protection to ensure arrangements are followed appropriately by all staff;
- written procedures for a lost and uncollected child and attendance register to include full details.

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 must take the following actions by the date shown

Std	Action	Date
14	Ensure that all records and policies relating to day care activities are readily accessible on the premises and available for inspection at all times	13/02/2004

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

Std	Recommendation
5	Organise and provide equipment so that all children can use them easily.
13	Ensure all procedures for child protection are fully understood and followed by all staff.

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 Bunny Warren Pre school nursery is generally good. It enables children to make generally good progress in all areas of learning.

The quality of teaching is generally good.

Staff know the children and their families well, all are made welcome. They praise the children's achievements and encourage their personal independence. Staff are suitably qualified and plan activities to cover all areas of learning. They keep comprehensive profiles and records of children's achievements, however not all staff are familiar with the stepping stones and Foundation Stage, and are unsure how activities can be adapted or developed to meet the needs of all children.

The leadership and management of the setting is generally good. All are very supportive and committed to the setting, occasionally putting the needs of staff under going training before the learning experiences received by the children.

The partnership with parents is very good. They have access to a comprehensive policy and procedure pack about the group. Information is updated and displayed on the parents notice board and via regular newsletters. Parents are very supportive of the setting. They stand as committee members and help with fundraising. They are actively encouraged to be involved in their child's education sharing their skills with the group and through extending activities at home.

What is being done well?

- The partnership with parents is very strong. They are positively encouraged to be part of their child's learning, their contributions are highly valued by the setting.
- Children are independent and confident to express their needs and ideas. They have a good understanding of fair play, and are developing strong relationships with adults and children.
- The group benefit from a committed management and staff team, who plan and provide a range of stimulating activities for children.

What needs to be improved?

- the planning of opportunities to ensure the needs of all children are met and sufficiently challenged;
- some staff's knowledge and understanding of the early learning goals;

What has improved since the last inspection?

The improvement since the last inspection has been generally good. The provision was asked to consider the following points;

1 Provide more opportunities for the children to write their own names, with appropriate use of upper and lower case letters.

The setting have designated a writing table area for children to access independently. Paper and pencils are included in the home corner, encouraging children to include writing skills in role play activities. However some members of staff do not encourage children to make their own mark and continue to write children's names for them, even when they are able to do so themselves.

2 Develop a system, in conjunction with the local schools, for the children to recognise letters by shape and sound, so that individual children are taught in the method required by the individual schools.

The manager is part of the quality teaching involvement group, liaising with local primary school, to ensure consistency and continuity for the children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are happy to leave parents and carers. They have established good relationships with members of staff and other children in the group. Children show concern for one another and understand how their actions impact on others in the group. They are happy to share, take turns and ensure fair play. They are becoming independent, e.g. selecting aprons for craft activities and get dressed for outdoor play. However they have timetabled opportunities to complete activities to their satisfaction.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident to speak in large and small groups and to make their needs known. They are beginning to recognise letters and understand print carries meaning. Children enjoy listening to stories, predicting and joining with familiar refrains, however the grouping of the children was at times detrimental to their enjoyment of the story. Children have access to paper and pencils in the role play area, however more able children not always encouraged to practice their writing their own name.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are able to recognise and match numbers 1-9 and apply that recognition in meaningful ways e.g. numbers on the telephone. Children count confidently from 1-10 and have an appreciation of the value of number through number rhymes, e.g. 5 currant buns. They are beginning to use some mathematical language e.g. bigger than, smaller than. However children have limited opportunities to practice problem solving through everyday activities e.g. matching drinks and cups to children at snack time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are developing an understanding of their place in the wider world, through visits into the local community and from 'people who help us.' They learn about the natural world, looking at the life cycle of frogs and butterflies, and through planting bulbs and growing seeds. Children encouraged to make predictions and find out how things work. They explore different cultures, but do not participate fully in exploring new resources as they are not always grouped appropriately.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are skilful at finding their own space and negotiating obstacles when playing out of doors. They take part in organised fitness challenges and obstacle courses. Children are becoming aware of healthy eating regimes and the importance of personal hygiene. They have access to and use a variety of tools effectively and safely. However more able children are not challenged sufficiently e.g. when cutting out.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children express their imagination by acting out real and imagined experiences in the role play activities. They have free access to and experience a variety of painting techniques, mixing and exploring colour. Children enjoy singing and action rhymes, and listen to a variety of different music. However children do not always have sufficient opportunities to develop their own ideas and thoughts through 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

- ensure all staff have a good understanding of the early learning goals and Foundation Stage
- and use observations of children effectively to plan for their next stage of learning;

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.