

Buckles and Bows Pre-School Nursery

Inspection report for early years provision

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Type of inspection	Integrated
Type of care	Sessional care

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ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The provider must give a copy of this report to all parents with children at the setting where reasonably practicable. The provider must give a copy of the report to any other person who asks for one, but may charge a fee for this service (The Day Care and Childminding (inspection) (England) Regulations 2005 No 2300 Regulations 5 and 6).

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Buckles and Bows Pre-School Nursery opened in 1977 and moved to its current premises in 1993. It is a committee run pre-school which operates from a purpose built portacabin on the Holy Family School campus in Addlestone, Surrey. The group has access to kitchen, toilet and enclosed outdoor play facilities. It is registered to provide sessional care for 24 children aged from two to under five years.

There are currently 47 children on roll; this includes 34 who are in receipt of nursery education funding. The group supports children who have learning difficulties and/or disabilities and those who speak English as an additional language.

Opening hours are 09:00 to 11:45 Monday to Friday and 12:30 to 15:00 Monday to Thursday during term time only.

There are five members of staff who work with the children, all of whom have a recognised child care qualification to level 3. A total of four staff members hold a current first aid certificate.

The setting receives support from the Early Years Childcare Service (EYCS).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Arrangements to minimise cross infection and ensure good standards of hygiene are satisfactory. Staff ensure the nursery premises are maintained in a clean condition and they provide parents with details of the setting's sick child policy and information about exclusion periods for particular illnesses. Children use liquid soap and paper towels in the bathroom area and they bring indoor shoes from home to change into, which helps to ensure the carpets, where children sit and play, stay clean. Children understand the need to wash their hands after using the toilet and most do this independently. However, they do not wash their hands before having snack, even though many of them have been playing outside. Generally, staff do not remind them of the need to do this and during the course of the inspection, a member of staff stopped the activity she was doing to peel extra fruit for children, without first washing her hands. Such practices undermine the other arrangements that are in place to promote good hygiene and to minimise the potential for cross infection and may lead to children receiving mixed messages about the importance of hand washing to maintain good health.

Most members of the staff team hold a valid first aid certificate which means children receive appropriate care if they have an accident.

Children have daily opportunities to be physically active. They have the option of playing outside if they wish during the free-play part of the session and many children choose to be outside. They enjoy blowing bubbles and trying to pop these. Everyone then goes outside as a group to explore the different equipment staff set up. For instance, children play with bats and balls and manoeuvre the different wheeled toys around. They develop their gross motor skills as they explore the climbing apparatus available.

The nursery operates a rolling snack bar enabling children to decide when they want to sit down for a drink and something to eat. Food consists of a selection of different fruits and parents are asked to contribute a piece of fruit each day their child attends. This approach enables parents and nursery to work together to help children develop positive attitudes towards healthy eating. Children are familiar with the snack bar routine in that they find their name card, place it in the box provided and then sit and have their snack. However, staff do not monitor or keep a watchful eye to ensure good hygiene practices and make sure children have a drink, especially when they have been playing outside and have been physically active. Several children do not have a drink and they are not encouraged to do so, which may mean that they are not sufficiently hydrated.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are accommodated in a pleasant environment. Space is arranged with clear walkways which enables children to move around freely and to sit and play in comfort. Children's artwork and other pictures that relate to the current theme are nicely displayed, including many at child height so they can be easily seen and enjoyed. Children choose whether they play indoors or outside in the enclosed patio garden. Inside, they can access a varied range of age appropriate resources that cater for all areas of development. The outside play area offers opportunities to explore items to support physical development and staff set up daily adult directed activities here. They sometimes place long sheets of paper along the fence for painting. However, the outside area is not set up fully as an extension of the indoor learning environment. Furniture, equipment and resources are checked regularly to ensure their safety.

Children's safety receives generally good attention overall. Access to the building is controlled by staff; they monitor children's arrival and departure and ensure they are aware of who is coming to collect them. Suitable fire safety precautions are in place. Children participate in regular fire drills to develop their understanding of what they need to do in the event of it being necessary to evacuate the premises. A member of staff has recently attended fire warden training and this has highlighted areas where the setting feels it can improve upon arrangements currently in place. The chairperson and supervisor complete an annual risk assessment and staff carry out a daily safety check each morning. This ensures that most areas are safe. However, at the time of inspection, some hazards were evident in the form of an unprotected socket in an area accessible by children and, in the outside play area, piles of wet

leaves in the vicinity of the metal climbing frame posed a possible slip hazard and standing water was left in some play equipment.

Some staff are more secure than others in their knowledge and understanding of safeguarding children issues and the action they should take if they have any concerns. Relevant information in the form of a policy statement and how to access the Surrey Local Safeguarding Children Board procedures, is available on site and staff are aware of where to locate this.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are content and enjoy themselves whilst at nursery. Most children separate easily from their parents and carers and settle quickly to their chosen activity as staff ensure the room is set out ready for their arrival. Staff are reassuring to those children who are a little unsettled and offer them cuddles. Children become involved in the activities that interest them. For instance, they enjoy bubble painting and making bubbles by blowing through straws into trays of soapy water. Dressing-up is also popular and several children immediately go and choose something to put on when they first arrive. However, other resources and activities do not attract their attention and are ignored, in part because staff are not always deployed appropriately to encourage children to explore them. Some staff have attended Birth to three training although they are not using this within the nursery to support their work with children under three.

Nursery Education

The quality of teaching and learning is satisfactory. Children are happy and secure in the nursery environment and they display positive attitudes towards play and learning. Children generally show concentration during activities, remain occupied and they get on well with one another and with the staff who care for them. Children play well independently and generally co-operate with one another when working as a group. For example, two children congratulate each other when they have completed a puzzle together. However, children sometimes struggle to sit and maintain attention during group times, such as story and circle times. Children are encouraged to develop their independence and self-help skills as they take themselves off to the toilet, change their own shoes for outside play, and pour their own drinks at snack time. Children chat freely and engage in conversation with their peers and adults, being eager to ask questions. They recognise their names on cards as they arrive at nursery and learn letter sounds as they talk about the day of the week; staff help children to sound out the initial letter sound for 'Wednesday' and then form the letter 'W' in the air with their fingers, although there is no written prop to support this activity. Children enjoy listening to stories and regularly opt to spend time in the book corner. They are also able to choose a book to take home to read from the nursery library. There is adequate provision for mark making and pencil control as children can freely access the writing table. However, the role play area is not supported by writing materials and staff often write children's names for them on their work.

Children display satisfactory counting skills and gain confidence in using numbers and simple calculation as they take part in songs and action rhymes, such as 'Five Little Leaves'. At circle time, they are encouraged to think about what the date was yesterday, what it is today and then find the correct numerals to stick on the date board. The nursery has an interesting range of resources to support mathematical learning, but these are not always used to good effect. Children talk about their ages and competently name and recognise colours and shapes during activities. Children explore themes, such as 'Growing', 'Weather', 'Light and Dark', and 'Around the World', enabling them to learn about living things, changes and the world around them. They take part in cooking activities, grow vegetables and flowers outside and invite visitors to the setting, such as a dental nurse, a policeman and the fire brigade. Design and construction is practised as children make models and build with a range of construction sets and junk materials. They competently use the computer to play educational games and use other technological equipment, such as a camera. The photographs the children have taken are then displayed on the walls.

All children enjoy physical activity and have good opportunities to reinforce and develop skills using a range of equipment. They run around outside with good spatial awareness, learn to throw and catch balls and confidently climb on the climbing frame. They handle tools, such as scissors and paintbrushes competently and pour out their own drinks with good levels of co-ordination and control. Children participate enthusiastically in singing sessions and explore rhythm and tone when playing musical instruments. For example, they experiment with a range of instruments to find out how they can make weather sounds, such as rain, wind and thunder. Children enjoy imaginative play with others in the home corner and use their creative skills to make pictures by blowing paint through straws.

Children make satisfactory progress towards the early learning goals, as staff have a sound knowledge of the Foundation Stage curriculum and of how children learn and progress. All staff are involved in planning a range of focussed activities for children to take part in. However, the quality of teaching is inconsistent. For example, staff use good questioning techniques to encourage children to think about things and solve problems, such as 'Where does the wind come from?', and 'Why would your windmill not blow in your bedroom?'. They provide good resources to support the themes, such as posters, displays and books. The role play area is changed into different situations, such as a cave, and the staff have even created their own beach outside. On other occasions though, the presentation of some activities mean that they are not always appealing to children and the staff do not always position themselves well around the room in order to fully consolidate children's learning at the different activity tables. The organisation of group times, such as story time and circle time also needs improving, as some children become restless and they start to talk over staff or move around as their concentration wanes. Their behaviour is not always managed effectively by staff, which can then affect the learning and behaviour of the other children.

Planning records cover all six areas of learning. Activities are referenced to the early learning goals and most activities have a clear learning intention. However, some

focused activities are not delivered effectively. For example, when making wind twirlers, the written plans stated staff would bring out a fan if there was no wind outside, but in practice, this did not happen. Staff plan a mixture of both child and adult-led activities, although some activities do not take place. In addition, staff do not have the same regard for the planning during the afternoon sessions, when funded children are also present. This means that these children are not always provided with the same challenges as the children who attend in the mornings. Staff make observations during each planned activity, although these do not always have sufficient evidence to transfer into the children's developmental records. Children's records however, do provide a good range of written observations, photographs and the children's work to support why staff feel children have achieved a particular stepping stone of progress towards the early learning goals. Staff do not make written evaluations of their activities but discuss how well the activities have gone and the children's learning at the end of each week.

Helping children make a positive contribution

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. They are warmly welcomed into the nursery and treated as individuals. Staff seek relevant information from their parents to ensure they are aware of everything they need to know to meet their needs. Children have the freedom to choose whether they play indoors or outside and they have equal access to the different activities and resources available on offer. They find out about their own and other cultures and traditions through planned activities throughout the year. Children have access to some resources that reflect different aspects of social diversity, such as books, dressing-up clothes and play people in the doll's house, although there are few posters and pictures displayed around the playroom that reflect positive images. Children explore their local community as staff sometimes take them on walks to the nearby shop or post office. The setting works with parents and other agencies as appropriate to support children with learning difficulties and/or disabilities and any children who speak English as an additional language.

Children behave generally well overall, although the behaviour of some children does deteriorate at whole group times which impacts adversely on everyone. Staff do not always manage these situations well. Children's self-esteem and confidence is fostered through praise.

Parents speak very favourably about the nursery and the staff working with their children. They are mostly well informed about the organisation of the group by means of a detailed welcome pack, regular newsletters and the display of other information on the noticeboard. Policies and procedures are easily and independently accessible to them although the setting's complaints procedure has not been updated in line with the revisions to the National Standards (October 2005). Parents have opportunities to share in the running of the nursery by joining the committee and the provision of a suggestion box in the foyer encourages them to express their views about the group. Parents and staff enjoy warm, friendly relationships; they regularly

exchange information about children.

The partnership with parents and carers of children receiving nursery education is satisfactory. As part of the information obtained at registration, staff seek parents' views about their child's abilities under each of the six areas of learning. This helps the staff understand the children's needs and know their starting points. Parents are kept informed about the curriculum and activities their child is involved in each week, as this is displayed on the notice board. Staff give parents some suggestions of activities they might like to try at home to support their child's learning, although this information is not always regular or detailed. Parents are generally informed verbally of any individual learning targets staff have set for their child and can view their child's developmental records at any time. Parents are also given information about their child's development through annual progress reports and parents' afternoons are held twice a year.

Organisation

The organisation is satisfactory.

Children are cared for by staff who are all qualified to level 3 and who have worked together for several years. Some staff take advantage of further training, although currently there is no formal appraisal system in place to support staff's professional development. Overall responsibility for Buckles and Bows rests with the committee whilst the day-to-day running of the group is delegated to the supervisor and her staff team. Committee and staff work together to promote satisfactory outcomes for children. They identify areas for development and improvement, although arrangements for monitoring all aspects of the provision on a day to-day-basis are not fully effective to ensure consistency of good practice.

All legally required documentation and other records to promote the health, safety and welfare of children are maintained appropriately and written consent is obtained for all aspects of children's care. Detailed policies to underpin practice are in place, although these are not always implemented. Appropriate recruitment, vetting and induction procedures ensure adults caring for children are suitable to do so.

The leadership and management of the nursery education is satisfactory. Strengths are recognised within the group and areas for improvement acknowledged. Staff delivering nursery education plan a varied range of activities and experiences that satisfactorily cover the areas of learning. Consequently, children are making acceptable progress towards the early learning goals. However, there are weaknesses in the monitoring of the effectiveness of teaching with regards to delivering the nursery education programme; for example, some learning opportunities go unnoticed and staff do not always use their time and resources effectively to fully consolidate children's learning. There are also some weaknesses in the use of the written plans and some systems to record children's achievements.

Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection, the setting was asked to review some aspects of its documentation. All issues identified have been addressed appropriately. The behaviour management policy has been expanded to include information in respect of bullying and the management of behaviour of children under three years of age. The child protection policy statement has been updated to reflect safeguarding children procedures and arrangements for recording information about children's dietary needs and any resulting care plan have been improved. These measures contribute to the overall health, safety and welfare of children attending the nursery.

Two areas for development were raised at the last nursery education inspection. Firstly, recommending that staff develop their recording of children's development, to ensure that their progress is documented in areas where they are exceeding the yellow and blue stepping stones, and to ensure that the information is used to inform future planning and provide sufficient challenge for the children. Secondly, the group was recommended to ensure that children have sufficient opportunities to gain an awareness of the range and diversity of different cultures, festivals and beliefs.

Staff now ensure they record children's development where they are exceeding the yellow and blue stepping stones and progressing into the green stepping stones. Staff meet at the end of each week to discuss the activities to take place the following week and the learning needs of the children. However, the planned activities and other learning opportunities are inconsistent in their organisation and implementation to ensure effective learning takes place. This has been raised as a recommendation for this inspection. Staff now plan a range of activities to develop children's understanding of a range of different cultures, festivals and beliefs. For example, during Diwali they read stories to the children, made Barfi and created Rangoli patterns.

Complaints about the childcare provision

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.
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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve arrangements to ensure consistency of good standards of hygiene in respect of hand washing and ensure children's use of the snack bar is monitored
- improve daily checking systems to identify potential hazards and take steps to minimise these. Ensure all staff have a secure understanding of child protection issues and the Local Safeguarding Children Board (LSCB) procedures
- improve existing arrangements for managing children's behaviour at whole group times
- improve systems for monitoring and reviewing practice within the nursery and develop a formal appraisal system for staff to provide opportunities for their future development.
- expand further the written complaints procedure to take account of the latest revisions to the National Standards (October 2005)

The quality and standards of nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure all funded children are provided with the same opportunities and experiences, in order to fully meet their learning needs
- improve the recording of staff observations and evaluations of focused activities, and the implementation of the planning to ensure children are sufficiently challenged and their learning is fully supported
- improve the system to monitor and evaluate the quality of teaching with regards to: ensuring planned activities are consistently and effectively implemented; improving the organisation of resources, group times and the deployment of staff so that effective learning takes place.

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