

Stowey Bears Pre School

Inspection report for early years provision

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Inspector

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Setting address

Nether Stowey C of E VC Primary School, Mill Close, Nether Stowey, BRIDGWATER, Somerset, TA5 1NX

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Stowey Bears Pre-School is run by a parents' committee. It opened in its current premises in 2010 and operates from its own secure room in a purpose-built building. Children have access to a secure enclosed outdoor play area. It is situated in the children centre on the grounds of Nether Stowey Primary School, approximately eight miles from Bridgwater. The pre-school is open each weekday from 9.15 am to 3.15 pm term time only.

The pre-school is registered on the Early Years Register. A maximum of 26 children may attend the group at any one time. There are currently 39 children aged from two to under five years on roll, some in part-time places. The pre-school currently supports children with special educational needs.

There are five members of staff, of whom one holds a level 4 early years qualification and two hold a level 3. Two staff are working towards a level 3 qualification. One member of staff is working towards Early Years Professional Status. The setting provides funded early education for two, three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school provide an exciting, stimulating environment in which children become independent and confident learners. The motivated staff team have a good awareness of the Early Years Foundation Stage. They provide an inclusive environment where no child is disadvantaged. Excellent partnerships and staff interaction support children in making rapid progress in their learning and development. Children remain safe and secure through good supervision. Good procedures ensure that all welfare requirements are met. Systems of self-evaluation are being developed and the high commitment to continuous improvement ensures good outcomes for children, some are outstanding.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend the risk assessments to cover anything with which a child may come into contact
- develop the system for evaluating the impact of the provision to include all users and the committee

The effectiveness of leadership and management of the early years provision

Children are safeguarded through excellent supervision and good procedures. The premises remain safe and secure, and staff closely monitor the arrival and collection of children. All staff receive in-house training and regularly update their knowledge. Appropriate child protection procedures are followed and all required safeguarding policies are in place. All permanent staff hold current first aid qualifications and a good supply of equipment is available. Risk assessments are carried out on the premises and daily checks are recorded to ensure any necessary actions are identified. However, not all activities are assessed to prevent risks. For example, jelly which is dropped on the floor creates a slipping hazard. However, staff react quickly removing it to the outside, cleaning the floor and setting up a barrier until the floor is dry. Safe recruitment procedures are in place and the chair of the committee is currently reviewing the employee handbook.

Partnership with others delivering the Early Years Foundation Stage, the children's centre teacher, the primary school and outside agencies are excellent and enhance children's learning. Individual learning plans for children with special educational needs are developed in conjunction with parents and other support workers. Staff use sign language and visual aids to ensure children of all abilities are included. Parents receive good information on the provision. All policies and procedures are shared in writing and photographic displays inform them of the Early Years Foundation Stage and how it is implemented. Parents are made welcome on arrival and have good opportunities to exchange information both verbally and in writing. Parents appreciate the benefits of staff working in partnership with any other provisions their child attends, to ensure consistency of care and development. Parents can make home observations and children's specific achievements are shared on the 'wow' board, which promotes their self-esteem.

Staff are extremely well deployed to support learning and through excellent communication children remain well supervised at all times. For example, when one member of staff needs to help a particular child she ensures another is available to supervise her activity. The strong staff team work well together and understand their roles and responsibilities. There is high commitment to ongoing improvements. Plans are in place to look at introducing home visits and to ensure the sustainability of managing free-flow to the outside once the weather turns colder. Regular meetings are used for staff to evaluate planning and the environment. The committee meet regularly and have opportunities to observe practice. Self-evaluation is in the early stages and being addressed by the play leader and teacher. However, the committee and some users have not yet been involved in the process.

The quality and standards of the early years provision and outcomes for children

The outcomes for most children are outstanding. They enjoy their learning and demonstrate consistently good levels of achievement. Excellent access to a wide range of resources enable children to become independent learners and develop the skills that will help them in the future. For example, one child follows instructions to open a simple program on the computer and with staff interaction use it to operate a number game. Staff skilfully provide just the right amount of support to enable children to do as much as they can for themselves, while challenging their development. Consequently, children's independence and self-esteem in developing new skills is outstanding. They cut their own fruit and vegetables, and pour their own drinks at snack time. They make independent choices from the low-level, labelled resources and excitedly take part in adult led activities. Children are excellent communicators and engage in conversations throughout their activities. They are inquisitive and explore their environment, making links between different areas of their learning. For example, one child pushes their knuckles into the playdough and says they are kneading it just like they do with dough to make bread.

Children are confident, settle well and display an extremely strong sense of belonging within the setting. They help take care of the environment and their behaviour is highly positive. They are developing excellent strategies for managing self-control. For example, children ask for the egg timer so that they can regulate when it is the next child's turn to use a certain piece of equipment. Children develop a good understanding of how to keep themselves safe and healthy. Signs displayed around the premises inform children of any risks, for example plug sockets have a danger sign. Children wear high visibility vests to walk to the school and reinforce their understanding of road safety through talking through safety procedures. Children understand the importance of regular drinks and access water both inside and outside. They help prepare their own snack and make healthy choices. They engage in conversations about why milk is good for you and have their own ideas of the consequences of not drinking it. Children have daily opportunities to be outside, be active and rest. They independently wash their hands using liquid soap and paper towels, and understand the importance of washing their hands before cooking.

The welcoming environment fully reflects the children's backgrounds, people's differences and the wide world. Very good use is made of the local environment to extend children's learning, for example the police station, the fire station, the library and local farm. Assessment of children's development is used extremely effectively to build a picture of children's progress and inform their next steps of learning. Children's interests are used to stimulate their desire for learning. For example, one child's love of being a Princess is developed by constructing a castle and counting the Princess shoes. Staff ensure that all children have opportunities to take part in any of the activities. Staff make excellent use of activities to promote all areas of development. For example, in a cooking activity, very good questioning encourages problem-solving and critical thinking, such as what they can do to make it less sticky and the children suggest adding more flour. A cookery

book is used to show children how books can provide information. Children weigh and measure the ingredients, and notice the different changes and processes. They share and take turns with the scales, and they decorate their finished biscuit.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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