

Beck Row Pre-School

Inspection report for early years provision

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Inspector ISP Inspection

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Beck Row Pre-School is run by a voluntary committee. It was registered in 1974 and operates from a building in the grounds of Beck Row Primary School near Bury St. Edmunds, Suffolk. Children have access to a secure enclosed outdoor play area. The setting serves the local area, including families from the American airbase and the travelling community. A maximum of 24 children aged under eight years may attend the setting at any one time. The setting currently takes children from two to five years of age. The setting is open Monday to Friday from 8.45am to 11.45am and from 12.30pm to 3.30pm, term time only.

There are currently 43 children on roll who are within the early years age group. The setting is in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff, including the manager, who work directly with the children. Of these, five hold an appropriate level 3 qualification in early years. Additional support is occasionally provided by a volunteer. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision at Beck Row Pre-School has developed well over a long time and reflects the staff's caring nature and expertise with young children. The setting is very inclusive and meets the welfare needs of children well. Children enjoy coming to the setting and very quickly settle to a good range of activities and resources. Staff have a clear understanding of children's strengths and areas for development and therefore children make good progress in their learning and development. Self-evaluation of the provision is accurate and provides staff with a good basis for further and continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the assessment system to ensure children's next steps in learning are clearly highlighted
- enhance the two-way flow of information with parents by ensuring that the evidence kept in children's developmental records is in an easily understood format.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of how to keep children safe. Child protection policies and procedures are good, well established and all staff understand their roles well. Risk assessments are carried out on a regular basis and the setting has improved its procedures for fire drills and emergency evacuations since the last inspection. Good use is made of the outdoor play space and the setting makes effective use of wider play facilities outdoors, belonging to the school and village. The deployment of resources is good and they are appropriate for the ages and physical development of the children attending. Recruitment and vetting checks are carried out appropriately on all staff and other adults who have contact with the children. Records required for the safe and efficient management of the provision are well maintained. Staff have responded very well to recent changes in accepted good practice about, for example, mobile phone use.

Partnerships with parents and carers are good and they talk very positively about the setting. They know they are welcome at any time and that information regarding their children is available for them to see. This includes children's individual learning journey records, which staff use to record assessments of children's developmental progress and achievements. These are a recent introduction and although practice is good they do not always clearly highlight children's next steps in learning. In addition the recording of evidence kept in these files, to enable parents to understand their children's progress, is not in an easily understood format. This potentially impacts on the effective two-way flow of information. Following the recommendation at the last inspection the setting now gathers more information from parents about their children's starting points. This helps staff plan appropriate tasks more accurately for the children in their key worker groups. The use of a questionnaire as well as a comments box helps staff find out and take account of parents' and carers' views. Parents say their children are happy, safe and making good progress. Examples quoted include counting and number work as well as children learning to write their own names. There are regular newsletters to help keep in touch with parents. They are invited to special occasions and to help on visits. The parents of children with special educational needs and/or disabilities are very positive about how well the setting communicates with them and deals with their child's needs. In particular the staff celebrate the successes and achievements of such children very positively. Staff have also responded to parents' views well. After concerns from some that they did not know enough about what the children were doing staff displayed the planning more openly.

The setting is well led and managed. Staff discuss and plan together well and demonstrate a very good knowledge of the individual children in their care. The setting has recently celebrated 35 years and the established staff know many of the local families well. So popular is the setting that it has a waiting list and this is true for different communities, such as American families on a nearby air base and traveller families who often settle in the area and with whom the host school is very popular. The staff promote equality and diversity well on a day-to-day basis and displays support children's understanding of other faiths and cultures to an

appropriate level. The staff have a clear understanding of the setting's strengths and self-evaluation is accurate and clearly focused on improving outcomes for children. Staff keep up-to-date with current practice through a detailed training plan and regular attendance at training.

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

The setting provides children with a bright, lively and stimulating learning environment. Purposeful play is planned into everyday activities. Planning is good because it is based on the staff's accurate knowledge of children's abilities and interests. Children clearly achieve well during their time in the setting. This is evident in the assessments made, the learning journey records and the work displayed around the room. Children relish their time at setting and talk about the activities they enjoy the most, especially playing outside and dressing up. They have good opportunities to appreciate healthy food and drinks at snack time. They have free access to cool drinking water. The afternoon children have a very good opportunity to have a packed lunch together and this helps develop their social skills. Children are encouraged to learn good hygiene habits before eating or after using the toilet. They learn about safe behaviour and attitudes from staff, who reinforce children's understanding and appreciation of looking after themselves both inside and outside the setting. They tidy away activities very well at the given signal and this shows they are learning to make a good positive contribution to their community.

Staff have a consistent approach to dealing with any disagreements among the children. As a result, children share well and behaviour is good. Children respond to adults appropriately and very quickly to the routines and signals they understand. This is especially evident outdoors when children have use of the school's adventure play area and also make use of a large parachute for some games. These activities are carried out safely and with great enjoyment. Children with special educational needs and/or disabilities are well catered for. Staff are equally aware of children who are very fast learners and who may be gifted or talented in some way, and they ensure they are well provided for.

A major strength of the setting is in the development of children's speaking and listening skills. All adults engage in continual conversation with the children, questioning, suggesting and gently promoting their learning to a high level. Children respond to this well. For example, in many different activities the current focus on numbers and colours is continually reinforced. As part of the adventure play activity a group of children engage in role play with one of the staff in a pirate ship. They discuss imaginary sea creatures they can see and use their imaginations even more effectively in reaching over the side to 'feel' the water and talk about how it feels. This very effective learning is preparing them well for the next stage in their education.

At the end of the session a very well read story helps children to relax before for rejoining their parents and also develops their understanding of traditional tales. Throughout different activities children are encouraged to sound out initial sounds

and letters. They have good opportunities to develop early mark-making skills by, for example, writing a booking for the hairdresser's salon. Those who can are encouraged to write their own names on the paintings they take home. Social and emotional development has an appropriately high priority. For example, in one counting activity a 'shy' frog needed encouragement to come out of his log. Children develop their knowledge and understanding of the world through, for example, a display of different materials that they are encouraged to touch and feel. Overall the high quality provision is supporting good progress and preparation for starting school.

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	2
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	2
The effectiveness of partnerships	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met