

Bo-Peeps Pre-School

Inspection report for early years provision

Unique reference number 103787
Inspection date 25/11/2010
Inspector Beryl Witheridge

Setting address Halling Community Centre, High Street, Halling, Rochester,
Kent, ME2 1BS

Telephone number 01634 243696

Email

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

Bo-Peeeps Pre-School opened in 1998 and operates from two rooms in a village community centre. It is situated in the village of Halling, Rochester, Kent. A maximum of 48 children may attend the pre-school at any one time. The pre-school is open Monday, Wednesday and Friday from 9.15am to 2.15pm and Tuesday and Thursday 9.15am to 12.15pm, term time only. All children share access to a secure enclosed outdoor play area. There are currently 30 children aged from two to under five years on roll. Children receive funding for nursery education. This provision is registered on the Early Years Register. Children come from a local catchment area. The pre-school currently supports children with special educational needs, and also supports children who speak English as an additional language. The pre-school employs seven staff. All staff, including the manager hold appropriate early years qualifications. There are two staff working towards a higher qualification. The owner/manager is undertaking an Early Years degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff understand the unique needs of the children and provide them with the necessary care and learning experiences. The required documentation is in place and mostly comprehensive. Children can explore and learn within safe boundaries and enjoy their time together. The partnerships with parents, other settings and professionals are excellent and effectively support the needs of each child. The group's capacity to evaluate its strengths and weaknesses, involving all staff, parents and children, enable them to move forward and drive improvement. This helps to ensure that clear priorities and forward planning promote effective outcomes for the children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 12/01/2011

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

- review the complaint policy and ensure that it is updated to reflect the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively through the group's policies and procedures that help to promote their welfare at all times. Staff have an up-to-date understanding of child protection issues and know what to do in the event of a concern. Systems for recruitment and vetting help to ensure that all adults working with the children are suitable to do so. Staff know their individual roles and responsibilities and there are staff appraisals and regular staff meetings. Risk assessment covers all areas of the setting and daily checks help to identify and minimise the risk of accidental injury to children. However, the record does not include the actions taken if there is a concern or incident, which is a breach of a legal requirement. The required complaints procedure is in place. However, it has not been recently updated.

The group has an ongoing commitment towards continuous improvement and uses a range of evaluation measures. The previous recommendations from the last inspection have been fully addressed, helping to improve outcomes for the children attending. The provision of toys, resources and experiences are good and enable children to make independent choices as well as learn through effective adult support.

Equality and diversity is embedded into every day practice. For example, a designated member of staff oversees practice to ensure the needs of all children are supported. Children have plenty of opportunities to learn about diversity in society and the needs and wishes of all children, including those with special educational needs and those who speak English as an additional language and their families are fully addressed. All experiences are available to all children, helping them to have the same opportunities to learn and develop.

Self-evaluation methods are focused and involve management, staff, parents and children. The systems in place highlight the group's strengths and any areas for improvement effectively and several points have already been addressed. Future plans include a questionnaire for new parents shortly after their child starts so that any issues can be addressed immediately. The group is also committed to staff training and several staff are upgrading their qualifications as well as attending short courses; they then share their knowledge with other staff and parents. Parents commented on the practical way staff use their newly gained knowledge for the benefit of the children. Overall, improvements have had a very effective impact on the outcomes for children.

Excellent partnership working supports the needs of individual children and their families. For example, the setting works with the local children's centre, specialists, health visitors and early years professionals to ensure children get the help and support they need. Effective liaison with pre-schools and schools help to offer children continuity of care and learning.

Children benefit from positive partnerships between the group and their parents. A

wide range of information is shared and parents feel their children are well cared for by staff who know them well. Parents speak glowingly of the staff, are very happy with their children's progress and feel that any concerns are dealt with swiftly. Children's progress records and contact notes are shared regularly with parents and carers. There are termly meetings with the key workers and an open door policy, enabling parents to speak to staff or management at any time. This helps to promote consistency of care and enjoyment for the children attending.

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

Children have an enjoyable time at the group. They arrive happy and eager to join in and have fun. They are extremely independent children. They make choices for themselves, they support each other in their play but feel able to approach staff for help and comfort when they want. They achieve well because they use a wide range of well planned, interesting activities. Children role play in a well equipped home area using real equipment and real food such as the lentils they are 'cooking'. Children use the construction toys to develop their problem solving and numeracy skills. They work together to build a tall tower; when they cannot reach the top a staff member finds a step ladder and helps them to continue with their building ensuring they know how to use the steps safely and supporting them as they do so. The construction later becomes a fire engine which they relate to the recent visit they had from the fire brigade. Children are learning skills for the future. They enjoy the cosy book area, electing to read books for themselves, to their friends or sharing a story with a member of staff. Children love the shaving foam; they enjoy the feel of it as they squeeze it through their fingers, enjoy making patterns in it with their fingers and hands and are fascinated by how it expands when they squeeze it out of the can.

Children enjoy large group time for singing, action songs or making music with an interesting range of musical instruments. Physical activities are used both indoors and out. Children are happy to free flow around the room choosing and selecting activities for themselves. Staff adapt activities to meet the needs and interests of the children. The children show an interest in the colour of the water, which is blue but looks green because the water tray is yellow. They have a conversation about mixing colours together to make other colours then experiment with the paints to see what colours they are able to make.

Children's development records and their learning journey show they are making good progress towards the early learning goals. Staff carry out initial assessments of children with their parents. They obtain information on the children's likes and dislikes. Observations are carried out on the children to enable staff to ascertain the levels of children's abilities over the six areas of learning. Staff are able to assess children's achievements and identify their next steps to help them move forward. Activities are planned by all staff taking into account the individual needs of the children, their likes and interests. Children are also able to have an input into the planning for the next day by picking activities which they would like to take part in. These are all added to the main planning board which is displayed on

the wall for staff, parents and children to see. Observation records are well maintained by the key workers and these are available to be discussed with parents whenever they want.

Children choose when to eat at the snack bar. They are given nutritious food with a choice of fruit and vegetables, crackers, cheese, cereals, milk and water. They prepare their own snacks, with younger children sometimes needing support from staff, such as when cutting the fruit or the bread. They wash up and dry their plates and cups after eating and drinking. Children are also aware of the group's personal hygiene procedures and rigorously follow them. Children have a good understanding of the behaviour expected from them. Children cooperate well with staff and get on well with their peers. They work effectively together and they understand about sharing and caring for each other. They show a great respect for each other taking into account the differences and similarities between them. Staff are excellent role models for the children. Praise is used to positive effect and helps children to develop confidence and self-esteem.

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	1
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	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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