

Blue Hoots Pre School & Out of School Care Ltd

Inspection report for early years provision

Unique reference number	EY409672
Inspection date	25/10/2010
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

Blue Hoots Pre School and Out of School Care Limited re-registered as a Limited Company in 2010. The provision operates from a self-contained building in the village of Blakedown, Worcester. The provision serves children and families in the local and surrounding areas. The setting provides full day care and out of school care for children aged two to 11 years. The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 40 children may attend the setting at any one time. The setting is in receipt of funding for nursery education. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The overall effectiveness of the early years provision is good. The staff foster strong relationships with parents and their children to ensure continuity of care and learning. They also liaise well with other providers of the Early Years Foundation Stage thereby promoting inclusion for all children on roll. The indoor and outdoor areas provide a challenging range of opportunities to extend children's learning and development. There are comprehensive systems of self-evaluation in place; however, the systems are not yet fully effective. The risk assessments in place ensure children are protected. At times, children's sense of feeling safe and secure is not always fully fostered. The capacity to make continuous improvement is good.

What steps need to be taken to improve provision further?

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

- ensure parents are fully included in the self-evaluation procedures of the setting
- support children in feeling safe and secure through preparing them for changes that may occur in the routine, such as, the arrival of visitors
- ensure children have free access to a broad range of creative resources during child initiated play times

The effectiveness of leadership and management of the early years provision

Leadership and management of the provision is good. There are positive relationships between the staff, children, parents and other providers of the Early Years Foundation Stage. This promotes inclusion for all children on roll. Comprehensive risk assessments are in place. Children are safeguarded because all staff have a good understanding of the policies and procedures to be followed. All adults are suitably checked and vetted. The staff have a sound understanding of

how to support children with special educational needs and/or disabilities. The self-evaluation systems in place include input from the children, staff and management. However, the systems do not yet fully include all parents. Information sharing with parents is good. There is written and verbal two-way exchange of information to ensure each child's needs are identified and met. The parents have free access to their child's learning and development files which provides information about their child's ongoing progression. Parents have free access to all policies and procedures.

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

Children are beginning to find out about their environment, identifying features and noticing the natural world. They notice the changing seasons, birds, insects and trees as they go on walks to the local field. They also find out about wild animals, such as, tigers and elephants when they visit the Safari Park. The children continue to find out about the natural world through visitors, such as, the Animal Man who brings reptiles, insects and hedgehogs to the setting for the children to talk about. Children enjoy looking after tadpoles, watching them change over time and talking about the life cycle of the frog. They also care for chrysalis until they change into butterflies, then set them free in the garden. As part of caring for their environment, the children plant bulbs and flowers in their outdoor areas, watching them change and grow as they water them and care for them over time. The staff encourage the children to be aware of a healthy lifestyle. They encourage the children to interact socially during meal times, talking about healthy eating and the benefits of being physically active. Children eat a healthy diet which includes meat, fish, pasta and vegetables as well as fruit and toast for snack times. The children are aware of their own personal hygiene as they wash their hands before eating and after visiting the toilet during routines. Children are becoming aware of their own personal safety by being involved in regular fire evacuation procedures. They also enjoy visitors to the setting, such as, fire officers and police officers who talk to them about the dangers of bonfires and fireworks. The police officers also talk to the children about road safety and stranger danger which promotes their understanding of personal safety very well. Children are well behaved and have high regard for one another and the staff that care for them. They are confident and independent and seek out support and comfort as they need it. However, children's sense of feeling safe and secure during changes that occur in their routines, such as, the arrival of visitors, are not always fully supported by the staff. The children enjoy a broad range of opportunities to be physically active both indoors and outdoors. Staff ensure the premises are well organised so that children can move freely between the indoor and outdoor areas as they wish. During outdoor play, the children enjoy riding round on their trikes and scooters, kicking or throwing the balls or just running around the in fresh air with their peers. During planned indoor activities the children like to dance to music using ribbons to make shapes in the air. Children's problem solving skills are extended as they explore various computer programmes that encourage them to look at numbers, shapes and letters of the alphabet. Their problem solving skills are further developed as they build using construction toys and put puzzles together. Baking activities help children follow recipes and weigh out ingredients for biscuits and

cakes which further promotes their problem solving skills. The children enjoy creative play time as they use paints and crayons to mark make and create their own pictures which are displayed for them around the walls. This promotes a sound sense of belonging and fosters their sense of self-esteem well. The children are independent and like to make choices about what they want to do from a wide range of resources that are accessible to them. However, children's access to glue and stick resources are at times more limited during their child initiated play times. Children are beginning to understand that people have different needs, views, cultures and beliefs. They play with a broad range of small world toys and dolls and read story and reference books depicting positive images including positive images of disabled people. The children explore a broad range of festivals around the calendar year such as Chinese New Year and Divali. During these times they taste various foods, make three dimensional models and colour in pictures.

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