

# Nacton & Bucklesham Under Five's

Inspection report for early years provision

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<b>Unique reference number</b>	251575
<b>Inspection date</b>	30/11/2010
<b>Inspector</b>	ISP Inspection Hazel Meadows
<b>Setting address</b>	The Village Hall, The Street, Nacton, Ipswich, Suffolk, IP10 0EU
<b>Telephone number</b>	07845008081
<b>Email</b>	
<b>Type of setting</b>	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**

Nacton & Bucklesham Under Fives was established in 1977 and is a registered charity offering sessional day care provision. It is run by an elected management committee made up of parents whose children attend the pre-school. It operates from a dedicated room and main hall within the village hall, situated adjacent to the primary school in the village of Nacton, Suffolk. There is level access to the premises. Children have access to a secure outdoor play area.

The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the pre-school at any one time. Session times are from 9.15am until 12.15pm Monday to Friday and from 12.15pm until 3.15pm on a Tuesday afternoon. The group is open term-time only. Children can attend for a variety of sessions and come from a broad catchment area. The setting supports children who have special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs six members of staff, all of whom hold appropriate early years qualifications. The group is a member of the Pre-school Learning Alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are very happy and settle well at this stimulating and welcoming pre-school. Committed and competent staff work well as a team to provide a superb variety of interesting play and learning experiences and children are making excellent progress through the Early Years Foundation Stage. Inclusive practice is actively promoted and each child's individuality is embraced and valued. Excellent, trusting partnerships are established with parents and others, ensuring children receive consistent support regarding their care, development and learning. Comprehensive documentation and procedures work well in practice to promote children's welfare. Rigorous, ongoing self-evaluation effectively promotes high quality in all areas and supports continuous development.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- improve children's safety by ensuring the kettle in the small kitchen is not accessible
- maintain continuous improvement and high quality outcomes for children by continuing to implement well targeted plans for future development.

## **The effectiveness of leadership and management of the early years provision**

Staff are watchful of the children and attentive to their safety. Nearly all staff have attended safeguarding children training and all are clear on their responsibilities to protect children. They all have a secure awareness and understanding of safeguarding issues. Robust recruitment procedures are in place to ensure staff's suitability to work with children and all staff have had a Criminal Records Bureau clearance. The group has a thorough written policy, plus local safeguarding contact details to refer to should they have concerns about a child. Written risk assessments are undertaken for the premises and for outings, to minimise risks to children and effectively identify most potential hazards. Staff are swift to rectify hazards once they have been identified. There are effective procedures for emergency evacuation in place, which is regularly practised and recorded.

The highly dedicated staff team are experienced and well qualified in early years childcare and have a commitment to ongoing training to enhance practice. Annual appraisals are in place to support ongoing staff development. Rigorous and accurate self-evaluation and reflection on practice contribute greatly to the settings ability to maintain continuous improvement. The leadership have comprehensively completed an Ofsted self-evaluation form, with staff, children and parents all meaningfully involved. The self-evaluation outlines current practice plus well-targeted plans and aspirations for the future and is used effectively to secure ongoing improvement.

The group promotes excellent inclusive practice, with a positive attitude and approach towards diversity. Staff pro-actively support and embrace children with special educational needs and/or disabilities or children for whom English is an additional language. Their excellent knowledge of child development and of the individual children enables them to identify early any additional needs a child may have. They work very closely with parents, liaising with other childcare or health professionals, if required, to ensure each child receives appropriate support at an early stage. Their positive approach is further reflected in the resources and activities available.

All required documentation is in place. Comprehensive details are obtained about each child to support their welfare and signed, written consents are in place to ensure children are cared for according to their parents' wishes. All records are securely kept and accurately maintained. Recently revised policies, based on Pre-school Learning Alliance policies, are clear and comprehensive and are made available to parents.

Staff establish excellent, trusting partnerships with parents which are conducive to children's welfare and continuity of care. Termly parent evenings offer the opportunity for parents and carers to talk in more depth with their child's key person and to review their child's development records, although parents are welcome to see or contribute to these at any time. Parents are kept very well informed through frequent discussions with the staff, well-presented notice boards and newsletters. Comments received from parents during the inspection are

extremely positive. They find staff friendly and approachable and feel well-informed. Parents state their children are happy and settled at the setting. The setting proactively establishes links with the schools that children are due to attend, promoting a smooth transition for the children into nursery or full-time school. The group receives support from their local authority advisory staff and other professionals who support children with additional needs as required.

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

Children are keen to come into the setting and swiftly settle to an activity or find a friend to play with. Staff are caring and attentive to the children and get to know them very well as individuals. Information gathered from parents and observations offer staff an insight into each child's individuality, plus the starting points in their learning. This helps staff to support them accordingly. Children form open and trusting relationships with staff and one another and many know each other's names. They are developing positive self-esteem and are very confident communicators, freely approaching and talking to staff and visitors.

The experienced staff have embraced the principles of the Early Years Foundation Stage and clearly recognise the importance of children learning through play and first-hand experiences. They offer an imaginative variety of practical activities to enable the children to become active and inquisitive learners. For example, they make winter bird cakes with the children, utilising it as an opportunity for discussion about different birds and what they eat. They encourage children to play outside with freshly fallen snow, and bring some snow indoors for the children to explore further, promoting discussion about melting and animals which live in snowy places. Staff play alongside the children and enter into their play to focus their attention and extend their learning but also recognise when it is appropriate to step back and enable the children to learn and discover for themselves.

Children learn about the world around them as they help to plant fruit and vegetables in the pre-school garden area, watch them grow and develop and eventually sample the produce. Outings in the village, for example, to the woods, village shop or playing field, enable children to discover more about their local community. Outings offer opportunities for children to learn about road safety. Children also learn to keep themselves safe through discussions and reminders from the staff, for example, when on the larger play equipment.

Staff have developed a very effective method of monitoring children's progress towards the early learning goals using Learning Journeys. Relevant observations are clearly linked to an area of learning and often supported with photographs or examples of the child's work. The observations are utilised to identify the child's next step and to inform weekly planning, which aids children's individual progression.

An extensive range of resources are easily accessible in picture-labelled trays on low-level shelving, enabling children to make their own choices and selections and

promoting their independence. Children learn to recognise their names as they self-register and they have opportunities to make marks and write for a purpose in their play or at the writing area. An appreciation of books is exceptionally well fostered through an appealing selection and children delight in taking home a pre-school library book. During the session children enthusiastically snuggle up with staff inside an inviting book tent to listen attentively to stories. Children then continue to use the tent and look at the books independently. Children have regular opportunities to explore a wide variety of media and materials and examples of their artwork and crafts adorn the walls, helping them feel their efforts are valued.

Children's awareness and appreciation of diversity is excellently promoted and enhanced through the positive attitudes of the staff plus specific activities. The setting actively encourages parents to share aspects from their particular culture, for example, recipes, rhymes and a Christmas poster written in their own language. Staff are positive role models, treating children with kindness and respect, which helps them feel safe and secure. Children's behaviour is generally very good and positive behaviour is acknowledged and praised. Children are offered freedom to express themselves physically and verbally and this is balanced as staff skilfully channel or re-direct children's energy when required. For example, children swiftly re-focus their energy into a game with large construction planks when offered as an alternative to running around the hall. Some children concentrate and persevere for considerable periods with activities which engage them, for example, one child persevered with making a very tall tower out of blocks, which he was proud to show to staff.

Staff are vigilant regarding hygiene, which minimises the risk of cross infection. Children are learning good hygiene practice through regular routines and explanations, such as hand washing after using the toilet and prior to eating. The setting provides an excellent variety of healthy and nutritious snacks, promoting children's understanding of healthy eating. This is re-enforced when the children are able to sample their home-grown produce. Water is readily available, ensuring the children are well hydrated. Children have daily opportunities for fresh air and exercise, promoting a healthy lifestyle. They have periods of free access to the outdoor area, enabling them to choose their preferred play and learning environment.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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