

# Bicton Heath Pre-School

Inspection report for early years provision

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**Unique reference number** 224041  
**Inspection date** 13/01/2011  
**Inspector** Dianne Andrews

**Setting address** Pensfold, Bicton Heath, Shrewsbury, Shropshire, SY3 5HF

**Telephone number** 01743 231302

**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*.

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

Bicton Heath Pre-School opened in 1986 and has been operating from its current location since 1996. Children use two rooms in a community hall in the Bicton Heath residential area of Shrewsbury. The setting serves the local area.

The provision is registered on the Early Years Register to provide care for up to 26 children. There are currently 35 children from two to five years on roll. This includes children in receipt of funded nursery education. Children attend for a variety of sessions. The setting supports children who have special educational needs and/or disabilities and children who speak English as an additional language.

The group opens five days a week during school term-times. Sessions are from 9am until 3.15pm, Tuesday and Wednesday and 9am until 12.45pm on a Monday, Thursday and Friday. There are five staff working with the children, all hold recognised childcare qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are secure, happy and make good progress towards the Early Learning Goals. Staff show a clear understanding of the Early Years Foundation Stage and how children learn. They successfully develop a provision that is responsive to individual children's needs and abilities. Children's welfare needs are met well in the majority of areas. Links with parents and the liaison with other providers are developing to ensure consistency in care and education. There are strong aspirations for developing the quality of the group to drive and maintain continuous improvement.

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

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

- provide effective systems to ensure that the individual needs of all children are met, with particular reference to the obtaining of permission to seek emergency medical treatment or advice for every child. (Safeguarding and promoting children's welfare) 24/01/2011

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

- improve the two-way flow of information with parents and providers to promote a shared understanding of children's individual needs and involve parents in practical ways to support their child's learning and development
- review the risk assessment to ensure that it covers anything with which a

child may come into contact.

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

Effective procedures and work practices are implemented to make sure all staff are able to play a full and supportive role in ensuring children are well cared for and safeguarded. Staff have designated roles and responsibilities in relation to safeguarding children and the whole staff group are attending training to refresh or promote their understanding in this area. Children's welfare is fully protected by the recruitment and vetting arrangements, which ensure all adults who have unsupervised contact with children are suitable. Regular staff appraisals are carried out by management to assess ongoing skills and good practice and identify training needs. Risk assessments and daily safety checks are carried out on the premises, but they do not cover all things that children may come into contact with to confirm the action taken to promote children's safety in all areas. Management recognise the need to review and update risk assessments following an accident or incident. They have obtained consent from most parents to protect children's well-being and enable them to access emergency medical advice or treatment. Although discussions take place with parents about seeking emergency medical attention, a few consent forms have been overlooked.

The whole staff group have worked hard to plan a move to new premises, which is due to take place very soon. The new facilities, which will be for sole use of the pre-school, have been arranged to provide an improvement to the service, and in particular to offer outdoor play space for children's daily use. All recommendations from previous visits have been addressed and a commitment to continuing improvement and promoting good outcomes for children is suitably demonstrated.

Parents and carers are involved in the daily life of the provision and enjoy friendly, relaxed relationships with staff. They are kept informed about the service through regular newsletters and notices displayed in the foyer. They are offered consultation meetings with their children's key person to discuss their progress. However, they have limited opportunities to contribute to their children's development profiles to enable them to be fully involved in their learning or to extend their learning at home.

Arrangements to provide support for children with special educational needs and/or disabilities and for those who have English as an additional language are well established. The provider liaises effectively with parents and outside agencies to ensure their individual needs are met and that every child is included. There are effective relationships in place with the adjacent school to help children make a smooth transition into full-time education. However, partnerships with other providers involved in the delivery of the Early Years Foundation Stage for individual children are not so well-established to fully promote the continuity of experience between settings.

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

Children make good progress in all areas of development and learning, supported by staff who have a secure knowledge of the Early Years Foundation Stage. They are valued and respected by staff, who work hard to provide a welcoming, secure and interesting environment, despite the present limitations of the multi-use building.

There is an emphasis on child-initiated activity and as a result children are active learners and are confident to make good use of the range of play opportunities and activities. They are lively and make full use of the space, developing their own play and using their active imaginations effectively. They make cookies with playdough, developing their counting skills as they place them on baking trays and take them to the play oven, recognising that the oven may be hot and ensuring that they keep themselves safe. Visitors to the setting such as the Fire Prevention and Community Police Officers help to reinforce safety messages to children in an interesting and meaningful way.

Children benefit from the good programme of activities, which is informed by the key persons' observations and assessments, taking account of individual children's interests and developmental goals. Staff support children's learning well as they harness their ideas and enable them to develop their thoughts. Children begin to talk about the world around them and the weather during a role play picnic and are offered opportunities to make large scale pictures of the sun, a rainbow and thunderclouds. They proudly display their work on the wall. Children's communication skills are enhanced as they discuss and describe how thunderstorms make them feel.

Children thoroughly enjoy indoor physical play opportunities, for instance playing games using a large parachute. They lift and pull the material, counting their movements. They begin to recognise which colour section they are holding and to respond to positional direction as they hide 'underneath' from the imaginary rain falling. They relish the use of a range of musical instruments and join in the singing of familiar songs as they accompany them and some children begin to develop a sense of rhythm.

Children's health and well-being are promoted as they share a range of snacks and discuss with staff what foods are good for them. They rise to the challenge of naming fruit and vegetables that they like to eat including water melon, strawberries and broccoli. The risks of the spread of infection are minimised as staff follow well-practised routines and instruct the children in their personal hygiene sensitively.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	3
The effectiveness of the setting's engagement with parents and carers	3

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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