

Bletchley Pre-School Including Cuddles Nursery

Inspection report for early years provision

Unique reference number	141792
Inspection date	15/02/2011
Inspector	Maxine Coulson
Setting address	Activities Centre, Porchester Close, Bletchley, Milton Keynes, Buckinghamshire, MK3 7DF
Telephone number	01908 375351
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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

Bletchley Pre-School Including Cuddles Nursery registered in 1968; the nursery area opened in 2001. The setting is registered on Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting is located in Bletchley, close to the centre of Milton Keynes. A committee of volunteers manages the setting. The setting comprises of one large main hall, with two adjacent rooms as well as a kitchen, toilets and washing facilities. There is a fully enclosed play area available for children's outside play. Children attend from the local community and surrounding areas.

The setting is open Monday to Friday term time only. They operate in the nursery from 8.30am until 3.10pm, with the pre-school open every day with morning sessions from 9.10am to 12.10pm and afternoon sessions from 12.10pm to 3.10pm. There are currently 49 children on roll and the setting provides funded early education for three and four-year-olds. The children attend for various days and sessions. Children who speak English as an additional language and children with special educational needs and/or disabilities attend the setting.

The setting employs 13 full and part-time staff, 12 of whom work directly with the children. Of these, 10 hold relevant childcare qualifications to at least level 2 and two staff are currently on training courses. The manager is qualified to level 3 in management.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, children enjoy a variety of activities, use suitable equipment and resources as they play in a happy, inclusive environment. All children and their families are warmly welcomed into the pre-school by a team of friendly and approachable staff who work hard as they aim to meet the individual needs of the children who attend. Children are making satisfactory progress in their learning and development and although observations take place, these and assessments are not yet fully utilised in the planning of the children's next steps of learning. The management committee, manager and staff work well together in order to evaluate the provision and drive improvement, which in turn results in better outcomes for children.

What steps need to be taken to improve provision further?

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

- develop use of children's observations to assess and clearly show how they are progressing towards the early learning goals

- make safe the doors at each end of the main hall to ensure children cannot trap fingers
- promote the good health of children through encouraging children to wipe noses with tissues, cover mouths when coughing, to use appropriate hand washing to prevent the spread of infection and ensuring floors, particularly in the nursery, are kept free from mud and dirt.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded because there are generally effective systems in place to promote their welfare and safety. Staff have a sound understanding of the child protection policy and records relating to staff Criminal Records Bureau disclosures contain all the required information. Management ensure that recruitment procedures are sufficiently robust and staff are suitable to work with children. Children benefit from high ratios of staff. Risk assessments are in place to ensure the premises are hazard free, however, the two door entrances either end of the main hall are not sufficiently made safe to prevent the risk of trapped fingers. Children have free flow access to a secure outdoor play area, with sufficient staff to hand to allow children to play freely but safely. A high ratio of staff maintain first aid qualifications; this means children can receive appropriate care following minor accidents or injury.

Children benefit from the open relationships developed between staff and their parents. Good strategies are in place for sharing information between both parties, namely through notice boards, newsletters, parents' evenings and the daily sharing of information upon children's arrival and departure. Policies and procedures are readily available within the hallway and parents enjoy access to children's development records whenever they wish to do so.

Inclusive practice is effectively promoted and children's welfare needs are generally being met as children are beginning to make progress within their development. There is a range of activities the children can choose to participate in and resources are readily available. However, there is a limited range of toys and resources available on a daily basis that reflect diversity and promote positive images, this restricts the children's development in their knowledge and understanding of the wider world. Suitable strategies are in place to support all children within the setting, particularly those with special educational needs or children who speak English as an additional language. Systems are in place to share information with other providers and to smooth children's transition on to school.

The group has recently undergone a period of change within the staffing and management structure. The current manager is proactive in effectively evaluating the provision and driving and embedding improvement. She works closely with a strong team of committed staff who play an active role within the changes being made. Regular meetings enable staff to share new ideas and ensure all are able to fully participate. The management committee are supportive of the setting and demonstrate a high level of commitment in bringing and implementing changes to

help improve outcomes for children and within the setting as a whole.

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

Children enter the setting with ease and quickly and confidently settle into the routine of the day. They have access to a good range of toys and equipment in a large open hall, where they can move around freely and independently. There are some low-level colourful posters around the setting that help promote a child-friendly environment. However, there is a lack of children's own work displayed to help develop their sense of achievement and self-esteem. A good range of play opportunities and activities, which cover all areas of learning, are provided and ready for children on arrival. However, through a lack of detail to planning, there are some activities that have a very limited amount of resources to support the children in their play. For example, an activity where children make their own play dough; they have access to shape cutters, plastic knives and other cutting instruments, spoons, bowls and pans as they use these instruments to explore the materials, make shapes, and extend their learning. But at a table set up with shaving foam, the lack of resources on that activity meant children quickly became disinterested and bored after pushing their hands through the foam a few times.

Babies and younger children play in a bright, colourful room with access to a good range of age appropriate toys, for example, soft teddies to cuddle and sensory toys with vocal instructions, buttons to push and play tunes to 'sing' along to. There is a good amount of space for the children to move around and very young children and babies have their own routines adhered to ensuring individual needs are being met. There are appropriate nappy changing facilities, and drinks and food which are provided by parents and prepared following current health and safety guidelines. However, the floor is not always kept free of mud and dirt brought in from the garden which poses a health risk particularly to babies and young children still crawling.

Children experience a good balance of adult-led and child-initiated activities and play opportunities, with most children being keen participants. Staff very much take into consideration children's interests and actively seek their views when planning topics and activities. For example, some children expressed an interest in super heroes and resources, books and costumes were provided to support this interest. At times, staff use spontaneous opportunities to promote children's learning. For example, when playing in the home corner, the bedroom suddenly became a doctor's waiting room and chairs for waiting to see the doctor were produced, as were pens and clipboards to 'arrange appointment times'. Although staff conduct observations on children to record their achievements, this information is not yet regularly updated and fully utilised within children's development records or effectively used to promote children's next steps within their individual development.

Children also show good skills when using the computer and display good hand-eye coordination skills with the mouse. They look at books for their own enjoyment

or ask a staff member to read them a story as they snuggle up on a welcoming lap. They thoroughly enjoy singing time and join in enthusiastically with familiar songs and rhymes and scream with excitement as they must 'race home' after a bear hunt becomes 'all too real'. Children come together well for group activities and they enjoy playing together, cooperate well and follow the instructions by staff. When issues over sharing and taking turns arise, staff use suitable behaviour management techniques to resolve conflict. Children are gaining an understanding of danger. For example, they practise the fire evacuation procedure to ensure they are aware of the action to take in an emergency.

Children are gaining in independence as they can access the toilets themselves and wash their hands, although there are not systems fully in place to ensure children wash their hands at all appropriate times, especially before eating snacks or after playing in the garden. Children's health is not always sufficiently promoted as noses are rarely wiped clean, faces left unwashed and there is a lack of gentle reminders to children to cover mouths when coughing, especially when near or next to other children's food. Children are encouraged to pour their own drinks and to help themselves to their snack, for example, if they choose toast they can butter it themselves or pour cereal from a container into their bowl. Children have many opportunities to be active outdoors, with an appropriate and good range of resources available to promote their physical development.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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