

Bierton Pre-School

Inspection report for early years provision

Unique reference number 140842
Inspection date 22/03/2011
Inspector Sonjia Nicholson

Setting address Bierton Sports Centre, Burcott Lane, Bierton, Aylesbury,
Buckinghamshire, HP22 5AS

Telephone number 07881 931 354

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Bierton Pre-School is managed by a committee of parents. It operates from the Sports Pavilion, which is owned and managed by the Parish Council, in the village of Bierton on the outskirts of Aylesbury, Buckinghamshire. The pre-school serves children living in the village and the surrounding area. Children have use of the main hall, toilets and a committee room is used as a cloakroom. There is also a kitchen used by staff to prepare snacks, and a changing room used for small group activities. Children have use of the adjacent playing field for supervised outdoor play and there is a newly created additional enclosed play area.

The pre-school opens five mornings and three afternoons a week, during school terms times only. Sessions are held on Monday, Tuesday and Thursday from 9.30am to 2.30pm (inclusive of lunch club) and Wednesday and Friday mornings from 9.30am to 12.30pm. The pre-school is registered on the Early Years Register to care for a maximum of 26 children at any one time, none of whom may be under 2 years of age. There are currently 40 children on roll, 29 of whom are in receipt of nursery education funding. The setting currently supports a number of children with special educational needs. There are systems in place to support children who speak English as an additional language.

The two staff members who share the role of Play Leader both hold a Level 3 childcare qualification. They are supported by a further five staff members, four of whom hold either a Level 2 or Level 3 qualification. The setting receives support from Bucks Early Years and Childcare Service.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have fun, and make good progress during their time in this bright, welcoming setting. The staff and committee demonstrate a good capacity for continuous improvement particularly through their commitment to gaining funding to improve the outdoor area. This includes creating a new enclosed area and purchasing tools for children to use during gardening activities. Staff have successfully met the recommendations raised at the previous inspection which means they now all read the policies and procedures in place. The Complaints and Safeguarding policies have been reviewed, all boxes of toys are now labelled with a picture and text, the book corner is more comfortable and contains a good range of fiction and non-fiction books, activities are evaluated and children have more opportunities to link sounds to letters through the 'Structured Activities in Language and Literacy in the Early Years' (SALLEY) programme in use.

What steps need to be taken to improve provision further?

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

- provide information and opportunities for parents to extend their child's learning at home so they are more involved in their child's learning and development.
- organise walks and outings so children gain new experiences and increase their knowledge and understanding of the world around them.

The effectiveness of leadership and management of the early years provision

A member of staff assumes the role of Safeguarding Officer within the group but all staff have undertaken safeguarding training and, as a result, understand their responsibility to protect children. They describe the signs of possible abuse that would cause them concern and know who to report this to. If children arrive with an existing injury, staff discuss the details with parents and record the details. The setting has its own safeguarding policy which is shared with parents. Staff have access to several other relevant documents including the Local Safeguarding Children Board procedures.

Children play in a safe environment as hazards have been identified in the detailed risk assessments and measures have been taken to minimise identified risks. For example, covers are used to make electrical sockets safe. Staff complete a visual check before children arrive, particularly the outside area which is also used by members of the public. The premises are secure and staff monitor children and adults as they enter, and visitors are asked to sign the visitor's book. Staff ensure children are counted as they go out to play and counted back in again afterwards. They offer good supervision and ensure children always remain within their sight as they play on the sports field. Children practise the evacuation drill on a regular basis so they know how to leave the building quickly in the event of a fire or other emergency. Staff are fully aware of their role and check the premises before taking a roll-call to make sure everyone is present. Details of these drills are logged for future reference.

The committee and staff team are very keen to make improvements and continually aim to drive the pre-school forward. Through the self-evaluation process, they have accurately identified the settings many strengths and also the areas for development. Some of these have already been implemented, such as, creating a 'choices book' with photographs of the toys and activities available so children can make decisions about what they want to do. Recommendations raised at the last inspection have been successfully met and there are clear plans in place, some of which are already under way. For example, to continue to develop the outdoor play area, introduce free-flow play throughout the session and increase the range of Information, Communication and Technology resources available. The setting is generally very well resourced with a good range of high quality toys and equipment which staff set out each da. They create a comfortable place for children to read books and areas for both role play and creative activities. Staff are deployed effectively to supervise these areas and implement the planned activities in place. For example, a member of staff is present at all times as

children use the climbing frame. Children are recognised by staff as individuals; they use information gained during pre-visits and the initial contact form to find out about their current stage of development from parents and carers, along with, for instance details of special words used, the child's favourite book/food/toys and what makes them feel happy and sad.

Children who have been identified as having special educational needs are particularly well supported. Both Play leaders have attended relevant courses and share the role of Special Educational Needs Coordinator. They work closely with parents and the child's key person to develop an Individual Educational Plan with specific targets for learning and development. They have also gained funding to purchase appropriate additional resources and provide one to one care. Good relationships have been established with relevant outside agencies, such as, Speech and Language Therapists and Health Visitors.

There are many resources within the setting that promote positive images of diversity; posters depicting disability, dressing-up clothes for boys and girls, and books about different religions and books in dual languages. Staff develop good partnerships with parents and other providers, including childminders. There is a wealth of information, such as notice boards, a website and regular newsletters to keep parents and other carers up to date with news and events. Children's progress is shared with parents and other providers through daily verbal feedback and also at more formal parents meetings held regularly during the year. Parents spoken to are very happy with the service provided. They feel it is a lovely setting with friendly staff who know the children well and deal with them consistently. They think the staff are 'great; I give them full marks'. They appreciate the outdoor area and the fact that children come home with lots of things they have made. Staff regularly organise family discos and parties at the weekends, also a Sports Day and Leavers Party to strengthen these relationships further.

All aspects of the pre-school are well-organised. The Play Leaders successfully share their role and are supported by a committed and enthusiastic staff team who work very well together; as a result the sessions run smoothly. All necessary paperwork is in place; it is completed accurately and stored to ensure confidentiality. There are a range of written policies and procedures in place covering all areas, the majority of which contain the correct information.

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

Children are happy and settled in this stimulating environment. They are familiar with the established daily routine and feel safe as they confidently move around the hall, relating well to staff and visitors. Children participate in a wide range of well-prepared and resourced activities, such as mixing colours for painting, water play and playdough containing glitter. Children are given lots of choices within the setting, for example, they decide if they want to take hula hoops to play with outside. They are actively encouraged to develop their independence and develop skills for the future, for example, they help prepare the fruit for snack time, pour

their own drinks and go to the toilet independently. However, staff do not always insist they put their coats on by themselves or attempt to fasten the zips or buttons without help. Children have great fun playing outside. They develop their physical skills as they roll and chase the hula hoops and throw and kick balls. Many children enjoy exploring the environment and developing their knowledge and understanding of the world around them as they use magnifying glasses to look for bugs; they find an earthworm and use spades to dig a hole filling it with grass to make a house for it. Children sometimes go for nature walks around the sports field but there are few other opportunities to extend their learning and gain new experiences through outings off-site. Children enjoy healthy snacks, such as, apple, raisins, cheese and oatcakes, and have milk or water to drink. They take part in cooking activities which further increases their understanding of food and where it comes from.

Children learn good hygiene habits; they wash their hands after going to the toilet and use tissues to wipe their nose. Staff maintain a clean environment, for example, they use anti-bacterial spray to clean tables before snack time. However they do not provide plates for children to eat from. Children make a positive contribution to the setting; they behave well, play cooperatively with one another and eagerly clamour to join in activities, such as mixing the paints. They respond positively to the signal used to indicate the three minute countdown to tidy-up time and the sand timer used proves to be an effectively way of involving everyone. Minor incidents of inappropriate behaviour are dealt with swiftly by staff who give clear explanations as to why their behaviour is unacceptable.

Children benefit from the staff involvement in their play and learning. They are interested in what the children do and provide plenty of opportunities for them to speak freely and ask questions; children confidently approach adults and initiate conversations. Children sing a range of nursery rhymes which helps develop their pre-reading and language skills, and staff successfully implement the 'Structured Activities in Language and Literacy in the Early Years' programme to promote children's understanding of phonics. Children access the writing area where they make marks using a variety of materials, including large pieces of paper on an easel and paper on clipboards using chalk, pencils and crayons. Planning within the setting is very much based on observations of the children's likes and needs, and includes festivals and annual events such as Spring and Easter. Staff maintain a record of individual achievement including photographs and observations which show children are making good progress during their time at the setting. Information is on display regarding activities and events but ideas to extend children's learning at home are not shared with parents, thereby missing an opportunity to further involve parents in their child's learning.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

