

Long Buckby Pre-School

Inspection report for early years provision

Unique reference number

220210

Inspection date

16/05/2011

Inspector

Ann Austen

Setting address

Baptist Church Schoolrooms, Market Square, Long Buckby,
Northamptonshire, NN6 7RR

Telephone number

01327 842587

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.

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

Long Buckby Pre-School is a committee-run group which opened in 1971. It operates from the Baptist Church School Rooms in the village of Long Buckby, Northamptonshire. The pre-school has sole use of the first floor of the church-owned building during the pre-school hours. There is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday during the school term only. Morning sessions are from 9am to 12 noon. The setting also opens for three afternoon sessions, Monday, Tuesday and Thursday from 12 noon to 3pm. Children are able to attend for a variety of sessions. A maximum of 26 children may attend the pre-school at any one time. There are currently 62 children attending who are within the Early Years Foundation Stage. The pre-school provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs seven members of childcare staff. Of these, four members of staff hold appropriate early years qualifications. The manager has Early Years Professional Status. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Overall, the setting does not meet the needs of the children who attend. Safeguarding procedures are not secure because specific legal requirements have not been met. Staff provide a welcoming, inclusive environment where children settle well. They are continuing to develop their knowledge of the Early Years Foundation Stage (EYFS). However, some activities lack sufficient challenge, and insufficient use is made of the outdoor environment to fully support children's learning and development. The partnerships with parents, other agencies and providers who deliver the EYFS are good. Self-evaluation systems are not fully established and as a consequence do not clearly identify what needs to be done to secure further improvements.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure Ofsted is informed of any allegations of serious harm or abuse (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare 16/05/2011

- Register)
• ensure that the entrance door to the pre-school room is secure (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register). 31/05/2011

To improve the early years provision the registered person should:

- develop further systems to ensure that every child receives a challenging learning and development experience that is tailored to meet their individual needs, and develop the use of the outdoor environment
- lead and develop a culture of reflective practice to identify strengths and priorities for development that will improve the quality of the provision for all children and that the targets set to achieve continual improvement are effectively implemented.

The effectiveness of leadership and management of the early years provision

Children are not effectively safeguarded. This is because the provider failed to notify Ofsted of allegations of a significant event. This is a breach of a legal requirement, however, on this occasion Ofsted does not intend to take action. Nevertheless, staff are able to identify indicator signs of abuse and are familiar with the procedures to follow to report concerns. A written policy and all relevant guidance documents are in place and the designated person has attended safeguarding children training. Vetting and induction procedures for all adults who work with or come into contact with the children are secure. This ensures that all staff are thoroughly checked before they have unsupervised access to children. Risk assessment identifies aspects of the environment that need to be checked on a regular basis. Staff closely monitor the arrival and departure of the children and a record of visitors is maintained. However, the premises are not secure during the session, which potentially puts children at risk. This is a breach of a legal requirement, however, on this occasion Ofsted does not intend to take action. All staff have up-to-date first aid knowledge. Clear arrangements are in place for the recording and monitoring of any accidents and the safe administration of medicines. This actively promotes children's good health and well-being.

Management and staff hold appropriate qualifications and adult-to-child ratios are good. Staff participate in annual appraisals and are encouraged to attend training to extend and develop their knowledge and skills. They cultivate an environment of equality and respect where children receive attentive care. Staff are kind and caring role models who regularly praise and acknowledge the children's efforts and achievements. They are continuing to develop their knowledge of the EYFS. Staff record regular observations of each child's achievements against the six areas of learning and evaluate this information to identify children's next steps in their learning and development. However, some planned activities lack sufficient challenge and as consequence children are not always fully engaged in purposeful learning and the noise level within the room increases.

The manager is beginning to evaluate the setting's strengths and areas for improvement. However, clear systems are not in place to take these identified areas forward and evaluation does not involve others, such as the pre-school committee and parents. Recommendations raised at the last inspection have generally been met. The stacked chairs have now been removed and the efficiency of the fire door within the main care room has been improved. Information gained in children's portfolios to assess their progress is now effectively used to plan their next steps. However, children in the Wise Owl group are still not always provided with challenging activities that broaden their experiences and extend their learning abilities. This potentially compromises their learning and development.

Pictorial displays and evidence of the children's work creates a welcoming environment to the children and their families. Resources are fit for purpose and are able to support children's learning and development. This includes a range of resources and activities to promote a positive view of the wider world and to increase children's awareness of diversity. Consequently, children learn to appreciate our similarities and differences as they play. However, the outdoor environment is not fully used as a learning environment and children do not always have daily opportunity to spend time outside. Consequently, children have limited opportunities for fresh air, physical exercise and outdoor learning experiences. Regular fundraising ensures that resources and the environment are sustainable.

Staff form good partnerships with parents and carers. Parents comment positively on the care and learning provided. They are able to contribute what they know about their child so that their wishes are known and the needs of their child are promoted. For example, information is exchanged to ensure that specific dietary needs and preferences are catered for and any medical needs are known and accurately met. Parents receive a good range of relevant and helpful information about the setting. Informal conversations and access to assessment records ensure that parents are well informed about their child's progress and attainment. Settling procedures are secure and parents are invited to stay and help at sessions. Staff are continuing to develop systems to provide further opportunities for parents to add to their child's developmental record folders and to provide ideas about how they can continue to support their children's learning at home. They have established good partnerships with other providers who deliver the EYFS and with other professionals, such as medical staff and physiotherapists, in order to support the needs of children with disabilities and special educational needs.

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

Children are happy, settled and develop positive attitudes towards learning as they play. They participate in a range of adult-led and freely chosen activities. The key person system ensures that one member of staff takes a special interest in the development, welfare and progress of the children. Staff build warm and close relationships with the children.

Children are developing their personal independence and are learning to take responsibility. For example, children independently select resources, help to tidy

away and put on their gym clothes for physical play. Children communicate with growing confidence and listen attentively, for example, during group registration, offering valid and relevant contributions during open discussions. They look for their name card before sitting down for a snack and make marks as they draw, chalk and paint. Older children are beginning to associate sounds with letters and draw recognisable pictures, and are developing their emergent writing skills. They are proud of their achievements. Staff share stories and books with the children, listen to them and generally ask questions to encourage the children to think for themselves. Children confidently count by rote, solve problems as they complete puzzles, fill and empty containers of pasta to learn about capacity and learn how to compare different sizes.

Children have regular opportunities to use their imagination through art and design, music, dance and role play. For example, children play musical instruments, handle small world resources, such as the cars and garage, and act out real and imagined events. Children differentiate colours with growing confidence and enjoy mixing colours together as they paint to observe how they change. They enjoy recalling past experiences, such as a trip to the seaside. Children learn about the weather and the changing seasons and plant sunflowers seeds and potatoes to learn about growth. The computer is effectively used to support children's learning.

Children are developing a sense of belonging to the setting because they are valued and respected as individuals. This increases their sense of well-being and promotes their emotional development. Children are developing their understanding of how to stay safe, for example, they learn how to evacuate the premises in the event of a fire and how to use equipment, such as the climbing frame, safely. Children's behaviour is well managed. They respond to firm but gentle reminders and are actively encouraged to play harmoniously together, share and take turns.

Children are developing a good awareness of what constitutes healthy lifestyle. They adapt good personal hygiene routines, for example, children readily wash their hands before snack and pictorial signs remind children to do this. This actively sustains level of hygiene and helps to prevent the spread of infection. Special dietary requirements are complied with in partnership with the parents. Children make healthy choices at snack time and are able to access fresh drinking water throughout the session. Snack time is happy, social occasion. Activities are helping children to move and develop their awareness of space and body control. For example, children dance, slide down the slide, climb on the climbing frame, manoeuvre wheeled toys, crawl through the tunnel and balance on the stepping stones and stilts. However, staff do not always fully extend and develop children's existing skills. As a consequence, activities sometimes lack sufficient challenge. Children are beginning to develop their hand-to-eye coordination and strengthen their small muscles. For example, children handle appropriate tools, such as paint brushes and scissors, with growing control and manipulate dough.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
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	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	2
The extent to which children feel safe	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of this report (Safeguarding and promoting children's welfare) 16/05/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of this report (Safeguarding and promoting children's welfare) 16/05/2011