

Banbury and District Community Bus Project

Inspection report for early years provision

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Inspector	Tom Radcliffe

Setting address	East Street Centre, Calder Close, BANBURY, Oxfordshire, OX16 3WR
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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

The Banbury and District Community Bus Project is committee run. It is a converted double-decker bus, which travels to different locations within the local community that do not have carer and toddler provision. It also supports pre-schools and provides creche facilities for parents undertaking training. It registered with Ofsted in 2004. The main office for the service is at the East Street Centre, Banbury. A maximum of 12 children aged under eight years may attend the facility at any one time, of these, 12 may be in the early years age group. The project is open for 38 weeks of the year and it also offers an after school club in term time only.

The project supports children with learning difficulties and/or disabilities and children who speak English as an additional language. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The project employs three members of staff. All hold appropriate early years or play work qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Bus Project provides children with enjoyable and stimulating play activities in an unusual and innovative environment. Motivated staff understand children as individuals and are able to pay good attention to their learning and welfare needs. Children enjoy their time in the setting as they make choices and show independence. The setting has outstanding partnerships with a large range of interested parties to support the progress that most children make. The provider has good self-evaluation processes in place which give the setting the capacity to improve and so enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- use assessment information gained to track progress made by children towards early learning goals.

The effectiveness of leadership and management of the early years provision

The provider has concise and well written policies and procedures in place which are accessible to all users. These ensure that the Bus Project is managed safely, efficiently and is highly child-centred. Children are safeguarded well as staff consistently implement effective and well thought out procedures. All staff are

vetted for suitability, visitors are monitored and procedures protect the interests of children. Though the play environment is potentially highly dangerous it is made safe through the use of effective risk assessments. This allows children and their parents to move freely within the bus. This has a positive impact on children's confidence and on their willingness to make choices. Where facilities exist it is also possible for children to have the opportunity to play safely outdoors. Children's good health and well-being is promoted by staff, for example, in cases of illness or minor injury.

The provider has effective self-evaluation processes in place which includes the opinions of parents, children and staff. The setting is reflective and responds readily where the provision can be improved and outcomes enhanced. There is a very real team ethos operating in the setting which helps establish and sustain an active improvement agenda. There have been steady improvements made since the last inspection, for example, in relation to child protection procedures. The setting has excellent partnerships with parents who attend all early years sessions with their children. This supports and drives the play environment and gives valuable opportunities for the setting to direct parents to additional support opportunities. In addition the setting maintains high quality partnerships with other settings, for example, children centres to support children's ongoing learning and development.

Children play in accommodation which, due to its nature, is very well organised and equipped. Resources are in place to support children's all round learning and development. Staff play a very important and successful role in supporting the quality of the play environment. They allow children to make choices but remain close by to make suggestions and offer guidance. They also make timely interventions to take a more direct lead where it is required. The setting promotes inclusive practice as all children are considered to be unique with the ability to build on what they have already achieved. Children also access resources that give them an age appropriate understanding of their diverse world. Children with special educational needs or who speak English as an additional language are supported well in the setting.

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

Though children attend the setting for short periods of time, and sometimes infrequently, they are able to make progress and use their time purposefully. The setting has systems in place to understand children's starting points and staff observe children to gauge the progress that they make. Staff use evaluations and what they know about individual children to plan interesting activities. The play environment is designed to provide children with appropriate support and the opportunity to make progress. The setting has a good understanding of the Early Years Foundation Stage (EYFS) and of how young children learn through play. The children's pattern of attendance necessitates a flexible approach to planning. Staff are very knowledgeable about individual children particularly those who attend each week. However the setting does not use this information to fully understand or plan for progress towards early learning goals.

Children enjoy making choices and freely select puzzles, games and small world

equipment. They take part in conversations with each other and adults. They answer questions and express themselves well. Children are able to use role play equipment and a range of messy play resources. When using art resources children take great pride in their work and ask for it to be displayed. They also discover which resources they should use to achieve the desired effect. Children use their names in written forms, are used to reading labels and enjoy sharing books with adults. Mark making resources are used regularly and children investigate with mirrors. Children also have been finding out about crossing the road safely and create imaginary scenes with dinosaurs. In addition children encounter mathematical ideas through practical experiences.

Children's welfare is promoted well by the setting. All are safeguarded and shown about ways of keeping safe in an age appropriate way. They also consider the impact of their behaviour on others. Children behave very well as most show a positive attitude to each other and a willingness to share and play together. Staff manage children's behaviour very well as they are very calm, patient and consistent. Children enjoy being praised and benefit from appropriate conversations with adults. When children mix together as they play they are able to have a sense of how they may be different from other children. Children show the ability to be able to concentrate and apply themselves for appropriate periods of time. In addition children have the ability to respond appropriately to a range of activities, for example, when playing in small groups or when playing alone. Outcomes for children are promoted well by the setting. Children settle quickly, make choices and apply skills that they have already acquired. They are motivated to explore play possibilities and actively decide what they want to do. Children feel very safe when in the setting as they have trusting relationships with adults who they respond very well to. Children have a good understanding of healthy life choices as they talk about food at snack time and enjoy physical activity. In addition children generally respond well to the expectations that adults have of them. Children generally acquire skills and abilities which are age appropriate and their progress ensures that most children are prepared well for future learning needs.

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	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	2
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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

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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