

# Buckles and Bows Pre-School Nursery

Inspection report for early years provision

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**Unique reference number**

119956

**Inspection date**

14/09/2011

**Inspector**

Catherine Greenwood

**Setting address**

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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.

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

Buckles and Bows Pre-School Nursery was registered in 1992. It is located on the campus of the Holy Family Catholic Primary School in Addlestone, Surrey, and is a registered charity run by parents. The well-maintained portacabin is equipped with a kitchen, toilets and an outdoor play facility that is fully enclosed. The nursery operates during term time only, from 9am to 12 noon and 12.40pm to 3.10pm, from Monday to Friday, except on Fridays when there is no afternoon session. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to provide care for 24 children aged from two to under five years. There are currently 36 children on roll in this age group. The setting is in receipt of funding for the provision of free early education to children. There are six members of staff employed, including two temporary managers, five of whom have recognised childcare qualifications to Level 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The active involvement of parents and nursery school committee, the improved outdoor play space and opportunities for children to initiate their own ideas for activities are key strengths of the provision. Consequently, children's individual needs are well met. The committee provide strong and efficient leadership. They consistently reflect on the effectiveness of the provision, consult with staff, parent's and children and introduce changes that improve most outcomes for children. However, a regulation and some aspects of good practice have been overlooked.

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

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

- ensure records are easily accessible and available for inspection by Ofsted (with prior agreement by Ofsted, these may be kept off the premises), with particular regard to the complaints record (Documentation)
- 06/10/2011

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

- improve the opportunities to promote children's knowledge of the sounds of letters of the alphabet and use mathematical language with all activities
- develop children's assessment records by providing parents with the next

step for their individual learning.

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

Children's welfare is fully promoted. There are effective systems in place to ensure staff suitability. All staff have a good knowledge of safeguarding procedures and action is taken to liaise with other agencies when needed. Children's safety is maintained through close supervision and risk assessments, which cover all areas of the provision. The pre-school administrator and committee work closely together. Their good knowledge of the provision ensures quality standards are maintained during periods of change, for example, during management recruitment processes. Self-evaluation processes provide an accurate analysis of the strengths and most of the weaknesses of the provision. All recommendations from the last inspection have been met. Regular team meetings and half-termly meetings with the pre-school committee enable everyone involved to share ideas for improvement. However, details of a previous complaint are not available for inspection, which is a breach of the regulations. Since the last inspection, the provision has made significant improvements to the outdoor play area. They have purchased additional land and created an attractive and interesting garden with storage sheds and a large covered area. This means children can play outside all year round and access activities that mirror indoor learning. Two new vegetable plots, a composter and watering systems have been created where children grow flowers and vegetables. Significant improvements to the premises means that the building is safer. There are clear future aims for improvement, for example, to remove a large tree to allow more light to the entrance and to obtain more outside play resources. Staff are well deployed and work well as a team. This can be seen as they join children during their play and set up the provision with a good range of resources, which successfully capture children's interest and inclusion, particularly in creative activities.

The provision celebrates cultural festivals and makes a good range of resources and activities available that promote children's knowledge of diversity. For example, children make diva pots and sweets for Diwali, create a dragon for Chinese New Year and take part in a Christmas nativity play. Close liaison and partnership with the school, where the provision is located, provides children with continuity of care and learning. Good communication with the local authority means the provision are fully supported and advised with implementing changes and managing periods of change. All improvements to the provision have been achieved through the outstanding support of staff, parents, the committee and children, who have worked together to fundraise for the cost. Highly effective partnership with parents is a result of excellent communication, which includes newsletters, questionnaires, notice boards, progress meetings and reports, as well as an open door policy that encourages parents to come in and talk about their children at any time. Parents' comments show they are very happy with the provision. For example, they say 'there is a team of mature and experienced staff who I absolutely trust. I think that staff listen and watch the children really closely and get to know them really well' and 'my child is very happy to be here and it

gives me great confidence to know that my child is safe and that staff know what they are doing'.

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

Children are provided with a good range of free play and adult-led activities. Staff embrace their requests and show interest in the choices they make, for example, as children select their own CD's and dance around with energy and enthusiasm. Staff have a good knowledge of children's individual progress and what they want them to achieve next. This can be seen in relation to the comprehensive learning journeys, which include photographs, samples of children's creative work, written observations, and individual development plans. Next steps for children's learning towards the early learning goals are recorded separately and updated on a monthly basis. Their progress is discussed informally with parents on a day-to-day basis and at six monthly parent/key person meetings. However, parents do not receive details of updated learning priorities, which restricts continuity in children's learning. Children are very well behaved and cooperative and are inquisitive and independent learners. They show good motivation within their play and often choose to join others at activities. Children's self-help skills are promoted, for example, as they help themselves to fruit at snack time and wash and dry up their bowls afterwards. Children make marks using chalks and blackboards in the undercover outdoor area. Staff encourage them to remember what they talked about during the morning, for example 'ourselves' and to use the resources to reflect this understanding and make their own designs. Children develop good friendships and often choose to join others during popular activities, for example, to use the sand and play dough.

Most children learn to recognise and find their name, for example, as they use name cards at snack time. They learn to say the sounds of letters of the alphabet, as they notice print within the environment and count in numerical order during large group adult-led sessions. However, staff do not always promote this learning within all activities, which restricts children's progress in these areas of their development. Children work independently and with others to solve problems. For example, they show a good ability to complete puzzles and match the pictures successfully. Children show interest in investigating objects as they are encouraged to touch, feel and describe different textures and use a magnifying glass to look at them more closely. A good range of accessible resources, such as cameras and two computers, promote children's knowledge of how to use technology and an understanding of how things work. Annual outings to places, including a farm and regular outings to a library and a garden centre promote children's knowledge of the wider world.

Children develop good physical skills, for example, as they enthusiastically use a small trampoline and wheeled toys in the outside play area. They steer and manoeuvre dolls buggies and ride on cars around the different level pathways, sometimes at great speed. Children develop good hand and eye coordination as

they fill and empty containers with sand and water and use scissors and construction resources. Staff lead music and movement sessions in the garden, which capture everyone's involvement. Children engage in imaginative play, for example, as they pretend to Hoover the pre-school premises and use resources in a small play house in the garden. They develop their creativity as they make collages on paper plates, decide to paint pictures of members of their family, manipulate play dough with enthusiasm and make their own designs. Children develop very positive relationships with staff where they feel confident to approach them with requests during their play. New children are provided with reassurance and cuddles when they feel unsettled. Children learn about their own safety as they take part in fire evacuation practices and discussions about the pre-school rules. Children's health is promoted through the provision of a wide variety of fresh fruit provided by their parents, which they eat with enthusiasm. Details of children's allergies are clearly displayed and all staff attend epi-pen training, which enables them to take appropriate action in the event of an emergency. Stories, discussions and activities promote children's understanding of the importance of washing your hands. For example, children dip their hands in flour and are encouraged to notice where the flour goes whilst they are playing, which develops their understanding of how germs are transferred.

## 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	2
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

<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

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

Met