

Steeple Bumpstead Preschool Playgroup

Inspection report for early years provision

Unique reference number	650139
Inspection date	20/10/2011
Inspector	June Oliver
Setting address	Village Hall, Bower Hall Drive, Steeple Bumpstead, Haverhill, Suffolk, CB9 7EX
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Type of setting	Childcare - Non-Domestic

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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*.

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Description of the setting

Steeple Bumpstead Preschool Playgroup is committee run with the manager organising the day-to-day running. It registered in 1999 and operates from the village hall. There is a secure garden for outside play. The setting is opened during term time only, from 9am to 12noon Monday to Friday, with an optional lunch club from 12noon to 1pm on Monday, Wednesday, and Thursday. Children attend for a variety of sessions.

A maximum of 40 children aged between two and five years may attend at any one time. Currently, there are 37 children on roll, all of whom are in the early years age group. The setting is registered by Ofsted on the Early Years Register. The nursery is in receipt of funding for early education places for three- and four-year-olds with 25 children currently receiving this funding. The setting supports children with special educational needs and/or disabilities.

There are six members of staff, five of whom work with the children and an administrator. Of these, the manager holds an Early Years Foundation Degree qualification and three others have relevant level 3 qualifications. One staff member has nearly finished a level 2 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's learning and development is mostly very well supported at this preschool and they make excellent progress towards the early learning goals. The setting is organised to make it a highly effective learning environment for children. A robust range of policies and procedures are in place to ensure that children's safety and welfare is very well promoted. The staff team is led by a motivated and well-qualified manager who is responsible for day-to-day practice. Excellent partnerships with parents and other agencies involved in children's learning and development are well established and very effective in practice. Very good procedures to monitor and evaluate the setting are in place, including valued input from children, parents, staff and other committee members.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the use of assessment to plan the next steps in a child's developmental progress and regularly review this approach.

The effectiveness of leadership and management of the early years provision

Children's well-being is safeguarded as highly effective procedures are in place to ensure children are cared for by staff who have completed all required suitability checks and training. A safeguarding policy is in place and staff have an excellent understanding of how to follow and support any concerns with regard to the children's welfare. Detailed risk assessments are completed daily to ensure children play in a very safe environment. Good staff ratios and vigilant staff ensure children are supervised well. A highly comprehensive set of written policies and procedures support practice.

Staff, parents, children and committee members contribute to the very effective self-evaluation process and ensure that all ideas are considered. Improvements are identified to raise outcomes for children. For example, a display of children's next steps is planned to enable all staff to know children's learning priorities. Practice is regularly reviewed to ensure the needs of children and families are being met. Staff have annual professional development meetings to discuss their needs. All staff contribute to planning meetings to ensure the individual goals of their key children are provided for in the activities and resources offered on a day to day basis.

The manager leads the staff team, which are mostly well established in their roles and efficient rotas ensure the smooth running of the setting. The setting is welcoming and has posters, displays and art work, such as leaf collages and hedgehogs to create a sense of belonging. Good quality resources and equipment that are appropriate for the children attending are easily accessible, well presented and supports children's learning well. Children self-select activities and resources to encourage their independent learning. Relationships between staff and children are high quality which ensures excellent supervision and support for children. The setting promotes equality and diversity exceptionally well and staff readily adapt activities to enable all children to participate. For example, talking through the process of making a treasure map with some children and encouraging others to use their own ideas. This ensures children's individual needs are being met most effectively.

Excellent opportunities are available for parents and carers to contribute to their child's time at the setting, for example, using regular questionnaires to seek opinions. Regular opportunities to share children's learning journals enable parents to be fully informed about their child's progress towards the early learning goals. Parents verbal references suggest they are very happy with every aspect of care and learning opportunities offered to their children. The preschool has excellent relationships with the local schools that children transfer onto. Good use has been made of the local authority for support with practice.

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

Children enjoy their time at the setting as high quality relationships have been built between themselves and the staff. Well-planned activities ensure children's individual goals are provided for. Children are learning how to handle tools safely as they use knives to butter crackers at snack time. They are able to move around the setting safely because the environment is safe and children know their boundaries. For example, they can select from the selection of good quality resources and toys and know how to use them correctly. This encourages children to become independent learners.

Children's good health is very effectively promoted as they choose to play outside regularly. For example, children use bikes and balls in the setting and use the nearby woods for weekly woodland adventure activities. They are given opportunity to take calculated risks and run around and experience the effect of exercise on their bodies. This promotes physical development very effectively. Children know about healthy food as they choose fruit and crackers for snack. Children are aware of foods that are healthy and those that are not, as they talk with staff at snack time and look at posters with healthy foods on. They learn to be independent as they are encouraged to pour their own drinks. Children know about effective care routines, such as hand washing before snack and after using the toilet and perform these tasks independently.

Children are making excellent progress towards the early learning goals because activities are planned around children's interests and needs. Regular observations are linked to areas of learning and used for assessment. These are used to identify next steps and to ensure all areas of learning are provided for. However, next steps are not always formalised and staff may not be aware of all individual children's learning priorities. Parents are encouraged to contribute to their child's learning during registration and at progress meetings, to ensure their continuing involvement and support for their children. Children are developing their language skills as staff ask relevant questions and allow time for responses. For example, children are asked which bucket of water would fill the tub on a computer game. Children have good opportunity to practise writing as resources are available inside and outside. Listening skills are encouraged as children sit and wait for their name to be called at singing time. Mathematical skills are promoted as children count the fish that sink and swim in the water play. Children learn about information and communication technology as computers and electronic toys are available for their use. This ensures they develop excellent skills for the future.

Children behave exceptionally well in the setting. This is because of the clear and consistent boundaries with explanations for the rules discussed during circle time. This ensures children feel settled and confident to explore the setting. For example, children engage in activities with a good level of participation, choosing to play alone, with friends and with staff. Children learn about their own and others' cultures and beliefs as books and puzzles showing positive images and diversity are used and festivals and birthdays are celebrated. Parents are invited in to talk about their culture. A good range of multicultural resources are available for

children to learn about difference in people and families. For example, small world figures, musical instruments, role play and pretend play items and dressing-up clothes.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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