

Buttercross Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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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*.

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

Buttercross Pre-school opened approximately 30 years ago. It moved premises in September 2010 to the Robert Miles Infant School situated in the small town of Bingham. The group have a purpose-built unit with access to a main playroom, toilets, kitchen and an enclosed outdoor play area. The pre-school serves families from Bingham and surrounding areas. The group may care for a maximum of 30 children from two to under five years at any one time. There are currently 54 children on roll and this includes 33 funded children. The pre-school supports children with special educational needs and/or disabilities and those who have English as an additional language.

Children attend for a variety of sessions. The pre-school opens five days a week, Monday to Friday during term time. A breakfast club operates from 8.00 am to 8.45am, pre-school sessions are from 8.45am until 11.45am and 12.45pm to 3.15pm. The pre-school operates a lunch club from 11.45am to 12.45pm and this enables some children to attend for the full day. An after school club is also available from 3.15 pm to 5.15 pm. There are nine staff who work on a part-time basis with the children, all hold relevant qualifications with six staff being qualified to level 3 and above. The setting receives support from the Nottinghamshire local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff organise routines and plan and provide a wide range of play experiences that effectively support children's learning and development overall. As a result all children make good progress. Effective systems are in place for working in partnership with parents and relevant professionals to provide an inclusive service that ensures that in the main individual needs are met. Children's welfare and safety is protected well through generally secure practices, with clear written policies and procedures to guide staff. Systems are in place that encourage reflective practice, the setting highlights strengths in the provision and bring about changes to further benefit the children, showing a positive commitment to continual improvement.

What steps need to be taken to improve provision further?

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

- consider more proactive methods to help children learning English as an additional language to settle, creating increasing opportunities for them to use their home language in play as well as developing their use of English
- establish consistent methods for using assessments to highlight and document next steps for children's progress ensuring this information is available to be shared with other staff and parents, enabling all to work

- together to help children reach their full potential
- improve the two-way flow of information with parents in relation to sharing records of accidents.

The effectiveness of leadership and management of the early years provision

Effective practices are in place to ensure that children are safeguarded. Children's welfare is protected because staff understand their responsibilities with regard to recording and reporting concerns about child abuse to the appropriate agencies. A safe environment is maintained through staff vigilance and effective supervision. Risk assessments are completed to further reduce the likelihood of accidents. Staff working with children are appropriately vetted. They hold appropriate qualifications and have clear knowledge of the pre-school's policies and procedures, which they implement well to keep children safe and promote their health. Methods for sharing details of accidents are less effective. A positive commitment to developing skills further through ongoing training or working towards higher qualifications is evident. Staff meet as a team to discuss practice and bring about improvements. They identify further training needs and regularly seek and take on board advice from advisory professionals. This ensures the setting keeps abreast of new initiatives that will further benefit outcomes for children.

The friendly and approachable staff team work well together to ensure that children are effectively supported. High adult to child ratios means that children receive good levels of individual attention. The key person system is effective in helping children new to the setting to begin to grow in confidence as they are appropriately comforted and reassured. Staff use their knowledge of the children to provide a varied range of activities that capture children's interest and help them to progress as they play and explore. As such, children make good progress in relation to their individual starting points. The staff team observes children during activities to monitor their development and consider next steps for individuals to work towards to help them progress. However, these next steps are not always documented, missing opportunities to show how much progress children make and making it more difficult to share this information between staff and with parents. A welcoming area is created. Since the last inspection the setting has moved to a purpose-built unit enabling it to implement many improvements, offering further choices in activities both indoors and outdoors. For example, during craft activities children can independently help themselves to trays of different materials and equipment to extend their own ideas. All recommendations made at the last inspection have been addressed evidencing a commitment to ongoing improvement; as a result, a stimulating, enabling environment is provided.

Staff appropriately promote equality and diversity. Through discussions, activities for a range of festivals and celebrations and trips out in the community they begin to help children to understand about the wider society in which they live. Close working relationships with parents and other relevant professionals ensure that children with special needs and or disabilities receive the support they need. Staff and children use some sign language and visual aids to help communication. The setting is beginning to consider how they can further support children learning

English as an additional language more effectively, through learning some words in the children's home language before they attend. However, as this is not yet in place it has yet to have a positive impact on these children. Good links are established with the local school ensuring a smooth transition as children move on in their education. The pre-school are establishing links with other settings the children attend, such as, with local childminders, to promote a consistent approach in supporting individual's achievements. Parents receive good levels of information about the setting through a useful prospectus. They are kept generally well informed about their child's progress through informal discussions and yearly parent/key worker meetings.

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

Appropriately, high priority is given to supporting children's personal, social and emotional skills. As a result, most children settle well, appear happy and are developing in confidence, forming a firm foundation for future learning. Staff share the pre-school promises with these young children helping them understand about important social skills and expectations for behaviour, as a result, children get on well together, take turns fairly and begin to develop friendships. Staff are vigilant of individual's needs and feelings and use appropriate systems to encourage good behaviour and promote children's positive self-esteem. For example, children smile with pride as their achievements are celebrated through purposeful praise and encouragement when completing a jigsaw puzzle. A child willingly shares the play dough following sensitive encouragement from staff and is warmly praised for her kindness reinforcing the good behaviour. Children benefit from the opportunities to make choices in play, they develop their independence skills as they are encouraged to select additional toys from accessible units and make their own choice when to visit the snack table. Staff take time to help children develop their personal independence skills, helping them to manage their own toileting or hand washing and to operate the drink dispenser to serve their own water.

Children's health is well promoted in the setting. Frequent opportunities for outdoor play enable children to benefit from exercise and fresh air. The setting recognises that some children learn better outdoors, as a result, they have expanded the range of outdoor activities to incorporate wider learning areas. For example, as well as developing physical skills when using the bikes, children practise making marks as they chalk pathways for their bikes to follow. They make good progress in developing their knowledge and understanding of the world through tactile activities, such as, playing in the large sandpit or planting and caring for the vegetables, which they also enjoy tasting. Healthy snacks and refreshments are provided and food tasting activities encourage children to explore new tastes and experiences. During a 'green food' tasting activity, staff role model writing skills as they record with the children which foods they liked or did not like. These practical activities help children observe and develop skills for the future. As children arrive at the setting they find their labelled coat pegs and select their name card for snack time, helping them develop early reading skills as they begin to recognise letters such as those in their name. Children begin to develop their mathematical knowledge as they see written numbers during play, a child correctly

identifies the number three in a jigsaw as she relates this to her age, commenting 'that's like me'. A group explore shape as they create pictures at the collage table, using a range of tools such as scissors and glue sticks to develop hand control for future writing skills.

Children show developing language skills as they play together in the home corner, sharing their ideas with each other and using their imagination to recreate familiar scenes, making food for each other or dressing in the police officers uniforms. Staff engage in play with children to encourage language development asking questions or encouraging children to talk about their home or pets to support children's confidence. The staff team are embarking on training to explore further methods of supporting children's communication as they recognise the importance of this for future learning. Through discussion and play children are supported to consider safe practices. A group talk about the hazards of cooking as they take their play dough cakes to the toy oven, commenting 'it's really hot'. Staff gently remind children of safety issues in the setting helping them to consider what might happen if they continue to run inside, as a result, the children respond appropriately showing their developing understanding and keeping themselves and their friends safe. Staff are well deployed in the setting, positioning themselves at different activities to offer support to children when needed, such as encouraging a child as they persevere with a jigsaw puzzle, or helping two children to operate the Walkie-talkie head sets. Staff are skilled at knowing when to get involved in play or when to stand back to let the children freely explore and investigate.

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	3
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

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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