

# Bonby Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY424044
<b>Inspection date</b>	28/11/2011
<b>Inspector</b>	Melanie Arnold

<b>Setting address</b>	Worlaby Primary School, Low Road, Worlaby, BRIGG, South Humberside, DN20 0NA
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<b>Type of setting</b>	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**

Bonby Pre-School is run by a committee and has been established for over 20 years. The setting moved to new premises in 2011 and shares an area with Early Years Foundation Stage children in the village primary school. There is a secure, enclosed outdoor play area for children to use.

The setting is registered to provide care for a maximum of 20 children in the early years age range, taking children from the age of two years. There are currently 23 children on roll. The setting is in receipt of funding for early education for three- and-four year olds. It is open from 9am to 3.15pm on Monday to Friday, during term time only and is registered on the Early Years Register.

The children are cared for by six childcare staff. Of these, the manager holds Early Years Professional Status. Two members of staff hold appropriate early years qualifications at level 4. One member of staff holds an appropriate early years qualifications at level 3 and one member of staff holds an appropriate early years qualifications at level 2.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's individuality is respected and valued by the caring staff team, as partnership working in the wider context is effective. All children are supported and enabled to make progress, as they enjoy participating in a generally good range of activities. Clear policies and procedures are in place and used well by staff to safeguard children and promote their welfare. The planning for improvement and the process of self-evaluation are effective, leading to continuous improvements.

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

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

- ensure creative activities are differentiated to provide sufficient challenge by valuing what children can do and children's own ideas rather than expecting them to reproduce someone else's picture
- ensure all staff fully recognise and exploit the mathematical potential of the indoor and outdoor environment, with particular regard to using children's play and the daily routine to promote their awareness of problem solving and calculating.

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

Children are cared for in a warm and welcoming setting, which is securely maintained. Internal and external space and resources are organised well to create an accessible environment for all children. Children enjoy playing with a good range of developmentally appropriate toys and resources, which cover the six areas of learning. The majority of staff are qualified and experienced and they keep up to date with current practice through ongoing training. Effective policies and procedures are in place to safeguard children. For example, robust recruitment, vetting and induction procedures are in place to ensure staff are suitable to be in unsupervised contact with children. Staff are also knowledgeable about child protection procedures and clear risk assessment procedures ensure the identification and minimisation of potential hazards. All required records and documents are in place, completed well and used effectively to protect children's health and safety.

Clear policies and procedures promote equality of opportunity and ensure discrimination is actively challenged. The setting promotes the inclusion of all children, with clear systems in place to support children with special educational needs and/or disabilities and children with English as an additional language. Staff act as positive role models, which helps children to learn to value everyone as an unique individual. Effective partnership working in the wider context promotes continuity of care and learning for every child. Clear information is continually shared and exchanged to ensure children's individual needs are met and their learning promoted from their specific starting points. Robust systems are in place to keep parents and carers well informed of their children's care, learning and development. Leadership and management are strong, resulting in a dedicated staff team who genuinely care for children and have their best interests at heart. The robust system of self-evaluation, which ascertains the views of all users, promotes a culture of reflective practice. This enables the setting to identify clear targets for future development, where everyone works together to improve outcomes for children.

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

Children are happy and settled in the well-maintained setting. They arrive and separate from their main carers with ease, showing they feel confident and secure in the care of staff. Children relate well to their peers, interacting and playing co-operatively together. Their good behaviour is actively promoted through the positive strategies used by staff, with children offered lots of praise and encouragement to promote their self-esteem. Children's awareness of differences and diversity is promoted through their play and a range of interesting activities. Clear systems are in place to protect children's health and safety. For example, the setting is securely maintained and supervision of children is good. Robust outings' procedures are also adhered to, ensuring children are protected when they are away from the setting. Effective health and hygiene routines are implemented and

a clear illness policy helps to minimise the risk of cross-infection. Children's well-being is promoted as they benefit from daily opportunities to be active during outdoor play and through the setting promoting healthy eating. Clear information is shared with all staff regarding children's special dietary requirements, to ensure these are met. Children's awareness of healthy eating is promoted as they plant and care for their own vegetables in the outside area, which they often enjoy eating at snack time.

Children make good progress towards the early learning goals as they participate in adult-led and child-initiated activities, which are planned in line with their interests. Children are supported in their play, as staff continually adapt the environment, which enhances their chosen learning experiences. Observation and assessment systems are used to monitor children's progress and identify their next steps for learning. This ensures every child achieves to their full potential. Children have fun, as their natural curiosity as learners is actively promoted through first hand experiences. For example, children's awareness of health and safety is promoted when the police service and a fire engine actually visit the setting. Children are also encouraged to take risks, in a safe environment, which enables them learn to play safely. For example, under the supervision of staff, children independently climb to the top of the climbing frame and down the other side, where they then assess a safe distance from the climbing frame.

Children enjoy choosing and looking at their own books and they also like listening to stories read aloud by staff. A good range of mark making resources are freely accessible inside and outside, enabling children to develop their early writing skills. Some children are independently beginning to write recognisable letters when using chalks on the floor outside. Although, children are encouraged to count during their play, the mathematical potential of activities and the daily routine is not always fully recognised and used effectively by all staff to fully enhance children's problem solving and calculating skills. Children independently access computers, showing skills as they complete a range of educational programmes. They use their imagination as they enjoy playing in the role play area and they have fun as they investigate and create with a range of media and materials. However, children are not always fully challenged during creative activities, as they are sometimes provided with pre-set or pre-arranged resources to use, creating a specific end result.

## 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	2

### 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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