

Bunnies Pre-School (Overton)

Inspection report for early years provision

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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

Bunnies Pre-School is a committee-run facility and was first established in 1970. The pre-school operates from the Memorial Hall in the village of Overton, near Heysham, Lancashire. Children have use of a large hall, a smaller room and a secure outdoor play area. There are associated facilities such as a kitchen and toilet amenities. Car parking places are also available.

A maximum of 25 children may attend the setting at any one time. The pre-school operates from 8.45am to 11.45am Monday to Friday term times only. There are currently 28 children on roll in the early years age group. Systems are in place to support children with special educational needs and/or disabilities and children with English as an additional language.

The committee employs five staff who are qualified in early years, including a manager. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A distinct feature of the provision is the staff's commitment to all children. They are highly effective in supporting children to make significant progress towards the early learning goals. Inclusive practice is firmly embedded within the provision and overall, the enabling learning environment supports children exceptionally well. Staff have high standards, which reflect in purposeful and realistic aspirations for the children. The skilled and close-knit team engage exceptionally well with parents and carers and this supports the promotion of a good capacity for continuous improvements.

What steps need to be taken to improve provision further?

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

- build on existing systems for gaining children's views by incorporating this into the process of self-evaluation
- develop further opportunities for parents and extended family members to contribute to children's learning and development records.

The effectiveness of leadership and management of the early years provision

The pre-school benefits from an experienced staff team who have been working together for a number of years and are very enthusiastic about working with young children. This is evident in the genuinely interested ways staff interact with children and their parents and carers. Because of this, children feel secure, settle quickly and become quickly and excitedly involved in their learning. Effective

safeguarding policy and procedures together with comprehensive supporting policies ensure children are further safeguarded. Regular professional development is evident, for example, all staff have completed child protection training and most hold a current first aid certificate. The setting conducts regular fire drill practises, these together with detailed risk assessments and daily checks ensure children's safety is kept to a premium.

The manager is highly regarded and sets high standards for the staff in addition to optimal, yet realistic, expectations of what children can achieve. Staff are confident in their knowledge and understanding of the Early Years Foundation Stage and using their experience effectively support children in their learning. Even though display areas are restricted and storage limited, the team work innovatively to transform a bare hall into an exciting and exceedingly well-organised environment enabling children to thrive and make significant progress in their development. The pre-school environment is vibrant, inclusive and welcoming. Children's work is creatively displayed and resources are accessible to aid independence, choice and decision making.

Equality of opportunity is fundamental to the provision. Staff are committed to narrowing any achievement gaps and children with additional needs are extremely well supported. For example, staff use sign language to reinforce children's understanding. Early intervention strategies and liaisons with other professionals to support children with additional needs are highly effective. Furthermore the team pride themselves in exceptionally strong relationships and partnerships with parents. Key person systems are exceptional and as a result, parents are supported extremely well to enable them to support their children's developmental milestones at home and at the setting. Information displayed, newsletters, parents' evenings and the sharing of learning journals enable parents to be fully involved in their children's play and learning. However, to enhance this aspect of outstanding practice it is recommended that the setting further develops opportunities for parents and carers to contribute to children's learning journals.

The pre-school has embedded a culture of reflective practice to identify strengths and priorities for improvement. For example, as well as completing a self-evaluation form the setting is also participating in the 'Step into Quality' scheme. Staff also collect feedback from parents and are considering ways of incorporating children's views in the self-evaluation process.

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

Children relish their time in the setting and remain purposefully engaged in learning through play. Observations and assessments systems are highly effective with clear links to next steps to extend children's learning. Detailed planning generally reflects children's interests and seasonal events, such as Winter and Christmas activities. However, staff stress the importance of flexibility to allow for those spontaneous learning experiences such as when the children found spiders.

There is an excellent balance of adult-led and child-initiated play. The setting promotes active learning through purposeful play, inside and outside, encouraging children to take calculated risks in a safe environment. Session routines incorporate opportunities for children to participate in free-flow child-initiated play in which children can self-select high quality resources, including open-ended materials to support creativity and critical thinking skills. Independence skills are superb because resources are all easily accessible. Children are confident and work extremely well on their own. For example, they complete jigsaw puzzles and engage in letter games commenting on word links for each letter 'that's X for x-ray' they say.

Children enjoy exceptional opportunities to learn about the benefits of a healthy lifestyle. For example, in the outdoor area which has been extensively developed since last inspection, children develop good physical skills as they ride wheeled toys. They also participate in looking after and growing fruits, vegetables and herbs in raised garden beds. Children know the importance of hygienic practices as they wash hands after outdoor play and before eating. Snacks are healthy and nutritious and include various fruits with water or milk. Children independently pour their own drinks as and when required, which provides them with excellent opportunities to recognise their own needs. Staff regularly praise and encourage children's efforts and achievements, developing their self-esteem and confidence.

The provision is especially strong in supporting communication, literacy and numeracy skills. This is reflected in an environment rich in language and displays of children's work such as those of Harvest Festival and activities about the gruffalo. Pictures are annotated with children's descriptive words such as 'spooky spikes on his back'. Counting and number activities take part during everyday situations, such as counting the children and adults in the pre-school or looking at the advent calendar. Children clearly thrive from these first hand experiences and consequently, are making significant developmental progress in all six areas of learning in relation to starting points and capabilities.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
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