

Balderton Pre-school (Chuter Ede)

Inspection report for early years provision

Unique reference number

EY330616

Inspection date

11/01/2012

Inspector

Sue Riley

Setting address

Chuter Ede Primary School, Wolfit Avenue, Balderton,
NEWARK, Nottinghamshire, NG24 3PQ

Telephone number

01636 683550 (school) 07946176694

Email

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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

Balderton Pre-school (Chuter Ede) became registered in 2006. It is one of two settings managed by a shared committee. It operates from a modular building on the Chuter Ede Primary School site. The provision has access to a main playroom, kitchen, office and toilet facilities. There is ramped access to the provision and facilities are all at ground floor level. There are two small outdoor garden areas for the children's outdoor activities along with a partly-covered veranda. The provision serves families from the local area and most children move on to Chuter Ede School. The pre-school has positive relationships with the school and with the local Sure Start Children's Centre, they make use of the school facilities, such as the school field, at agreed times. The pre-school opens from 9am to 3pm each week day during school term times. During school term times the setting also provides a breakfast club and an after school club. This facility is available for the pre-school children and for school-aged children up to the age of 11 years. The breakfast club runs from 8am to 9am and the after school club from 3.15pm to 6pm. A holiday club operates from 8am to 6pm during all school holidays except Christmas. These facilities are offered to children aged two to 11 years.

The setting is registered on the Early Years Register and also on the compulsory and the voluntary parts of the Childcare Register. It is registered to provide care for 42 children aged two to under eight years, all of whom, may be in the early years age range. It is in receipt of funding for the provision of free early education to children aged three and four years. Children attend a variety of sessions each week. There are currently 35 pre-school children on roll and 120 children for out-of-school-care provision. The setting currently supports children with special educational needs and/or disabilities and also children who speak English as an additional language.

The setting employs 15 staff in the pre-school, all of whom, hold an appropriate early years qualification. There are seven additional staff employed to work in the out-of-school care provision, five of whom, hold either play work or early year qualifications. The setting is a member of the Pre School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well in the pre-school and receive good levels of care because the experienced well-qualified staff work closely with individual children and their families. Good systems are in place to ensure that all children's individual needs are routinely met. Staff have a good knowledge of the Early Years Foundation Stage and how children develop and learn through play, they demonstrate that they understand the welfare requirements. Effective partnerships between parents and other agencies ensure individual children's needs are routinely met and their protection assured. Successful steps are taken to self-evaluate the provision for children and the pre-school demonstrates a good capacity to make continuous improvement and sustain its existing standards.

What steps need to be taken to improve provision further?

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

- provide opportunities and resources for children to be creative and explore colour, texture, shape, form and space in two and three dimension for themselves
- ensure that the educational programme for outdoors' provides a balance of opportunities to support children's development across all areas of learning.

The effectiveness of leadership and management of the early years provision

Children are well protected because staff have a good understanding of safeguarding procedures and know how and when to take action to safeguard children in their care. Staff are aware of the possible signs of abuse and know what to do if they have concerns about a child. Children are protected as the well-qualified established staff team keep the premises very secure and supervise the children at all times. The setting has robust recruitment procedures in place. Detailed risk assessments are carried out to provide a safe environment for children to play and learn in. The setting has high expectations and set high standards which are embedded across all areas of practice. The whole staff team have been involved in the self-evaluation process. The staff team have worked very hard since the last inspection and have set and completed action plans which are clear and achievable. The staff update policies and procedures appropriately. The setting routinely makes use of a range of monitoring systems relating to the provision and outcomes for children. Children's well-being is enhanced due to the good organisation of this setting. This is due to the committee and senior management, and them valuing and respecting the staff team. The management are committed to inspiring the staff team in working towards meeting and sustaining ambitious targets.

The good liaison with parents and carers contributes to improvements in children's achievement, well-being and development. Staff place value in ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. Parents and carers are encouraged to share what they know about their child when they first start the setting. They complete information sheets and forms about what their child can do and their individual likes and dislikes. This information helps staff to have a good knowledge of each child's background and needs. Children are allowed to settle in at their own pace. Parents are involved in supporting their child's learning and development at home. The pre-school has parent meetings in which all parents are invited to spend time with their child's key worker to discuss their child's development and progress. The setting listens to the parents wishes and take action upon comments made.

The setting has developed a very effective partnership with the local school and

with other early years settings in which some children attend. Staff are focused on helping all children to make good progress in their learning and development and in promoting their welfare. Resources are good, fit for purpose and support children in their development. The environment is conducive to children's learning and is managed reasonably well. However, the outside play provision is not as well organised and effective for children's learning as the staff do not always ensure that it covers all areas of learning. Staff are making the most of diversity to help children understand the society they live in.

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

Children make good progress towards the early learning goals. Staff provide a wide range of activities that take into account children's individual learning needs. They provide a well-balanced session that contains suitable periods of time where children mainly follow their own initiated ideas as well as some adult-led activities. The concentration and enthusiasm by the children is lovely, for example, they get excited in their play and listen very well to stories. Staff plan what to have out with care and take account of each child's interests and learning needs. They observe children during their play and use this information to monitor progress and plan for future learning. The assessment of children's progress is monitored closely and clearly demonstrates that children are developing well. From the time they arrive, the children are eager to explore whatever is available to them and they meet every new challenge with interest. Through their interaction with the children the staff draw out learning and ensure appropriate levels of challenge are available for all. However, during the craft activities children do not always stimulate their own imagination and develop their own creativity as they are told what to do by the adults and have end products that all look the same. Children's social skills and ability to communicate with others are developing well, so they are gaining the underpinning skills needed for their future success. All children behave well as staff use appropriate strategies to encourage children's good behaviour, for example, distraction or positive praise. Most children are aware that they share the pre-school resources, help is needed at times and timers are used to help this process, allowing children to manage this themselves. Children at the play dough activity eagerly share out the play dough, at times without being asked. Staff positively praise the children for this, which helps to raise their self-esteem. Children know the pre-school rules and why they are in place. For example, children help with the tidying away at tidy up time. They have lovely warm relationships with the staff and have lots of fun with them. Children willingly approach the staff as and when needed, demonstrating that they feel safe. The emotional wellbeing of children is good, children know who their key person is but they still approach other staff with confidence. Children gain a sense of belonging to the setting, as names are used to self-register themselves in the pre-school at the start of the session and during snack time. They play together and have definite friendship groups in place. Children learn about keeping themselves safe through the discussions and activities provided.

Children follow good hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the session. They learn about

healthy eating whilst sitting and eating their snack. Children's independence is promoted at times. For example, at snack time children confidently help themselves to what they want to eat and they are encouraged to see to their own coats when they arrive at pre-school or when going outside to play. This helps them to develop their early self-help skills needed for future school life. Children enjoy stories and listen well. They get very involved and excited as a staff member tells the large group of children an excellent story without the use of a book. They use and develop their small muscles and hand-eye control in all that they do. Children are encouraged to make their own mark or write their name on their pieces of work.

Children confidently count within their play and talk about the different shapes that they see. They enjoy playing the game of 'What time is it Mr Wolf' and count the strides as they play. As they play with the tea and sand they are beginning to understand about weight and other mathematical concepts. Children complete jigsaw puzzles which aids their problem solving skills. They role play out going to the cafe and use money to purchase their goods. When outside they notice the spider's webs and look for ladybirds in the garden area. Children are confident with the use of information communication and technology. They confidently pedal wheeled toys with good control around the track in the outdoor play area. They work through programmes on the computer. Children enjoy singing and making their own music with the musical instruments.

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	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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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