

Buttsbury Pre-School

Inspection report for early years provision

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Inspector Lynn Hughes

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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

Buttsbury Pre-school has been operating since 1975 and re-registered in 2011 due to a move in premises. The pre-school operates from a purpose built building within the grounds of Buttsbury Infant School. The pre-school is owned and managed by a committee. The pre-school is fully accessible and there is an enclosed area for outdoor play.

The pre-school opens Monday to Friday during school term time. Sessions are from 8.45am to 11.45am and from 12.15pm to 3.15pm. Children attend for a variety of sessions. The pre-school is registered on the Early Years Register for a maximum of 30 children at any one time, all of whom may be in the early years age range. There are currently 96 children attending who are within this age group. The pre-school provides funding for three and four-year-olds and is also a registered two-year-old funding provider. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs 11 members of childcare staff and four bank staff. Of these, the two managers hold level 4 qualifications and all other staff hold appropriate early years qualification at levels 2 and 3. In addition, the pre-school also employ two administration staff and a cleaner. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare, learning and development needs are met to an exceptionally high standard. Staff demonstrate extensive knowledge of the children in their key worker groups and work very effectively with parents to maintain accurate information. The provision for children's learning is excellent and children make exemplary progress across all areas of learning. Staff have extremely effective systems in place for working in partnership with parents and other agencies. Their systems for sharing information with other early years settings are being further developed to cover all other provisions that children attend. The setting demonstrates a firm commitment to continuous improvement through extensive self-evaluation and rigorous reviewing of every aspect of the setting.

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 opportunities for partnership working where children receive care and education in more than one setting.

The effectiveness of leadership and management of the early years provision

Children are superbly protected from harm as staff are extremely knowledgeable about their safeguarding responsibilities. They regularly up-date safeguarding information through appropriate training courses and use in-house training events to refresh their knowledge. All adults either working with children or who assist on the committee are appropriately vetted and extremely clear evidence of all checks is held on file for inspection. Rigorous risk assessments and safety checks ensure that children play and learn in an extremely safe and well-organised environment.

The setting has a very well-organised management structure consisting of two managers, session supervisors and a large number of staff. Staff work extremely well together and are superbly supported by the management team. There is a clear development plan in place detailing the various training courses staff are committed to undertake over the coming year. Exemplary systems are in place for the setting to review and evaluate every aspect of the provision. Parents, staff, children and other agencies are involved in the self-evaluation process and staff utilise the feedback they receive productively to inform changes and improvements.

Every session is managed and supervised by a large staff team. The good number of adults present ensure that children are superbly supported. Staff have specific roles each day to ensure proficient deployment, both indoors and outdoors. Children are actively encouraged to develop their independence as they freely access the integral toilets and hand-washing facilities. The pre-school environment is presented in an extremely enabling way to ensure that children have superb opportunities to select toys and play equipment from the low level storage units. Every child is valued and respected. The extensive inclusion policy and effective partnership working ensures that staff meet every child's needs to a high standard. Children have excellent opportunities to extend their knowledge of other people's different needs through well-considered resources, books and appropriate activities.

The setting's systems for parental involvement are outstanding. Parents are provided with extensive information about the provision, staff, the committee and the working practices. They are enthusiastically encouraged to play a role in their children's learning and development through clear and consistent information sharing. Staff invent a wide range of ways in which they can meet with and share information about children's progress and learning and are constantly looking for new ways to involve all parents. Partnerships in the wider context are good and communication with some local early years settings is excellent. At present, however, this level of partnership working is not extended to all settings which share the care of the pre-school children to fully promote continuity of care and learning.

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

Children are extremely active, engaged and interested in their pre-school experiences. They are provided with superb focussed and planned activities which stretch and challenge their thinking. In addition, to the careful planning, children also make excellent choices over their play and learning. The superb presentation and accessibility of equipment enables children to guide their own knowledge and learning. Staff are on hand at all times to facilitate their ideas and to extend their thinking. Visitors to the setting enhance children's understanding of the wider world. Older children regularly attend trips and visits in the local area to explore the community. The excellent outdoor opportunities provided to children, every day and in all weathers, enable them to make use of the outdoor classroom. They have superb mark-making resources available, indoors and outdoors, promoting their handwriting skills and interest in writing. They are imaginative and make excellent use of the role-play areas on offer to them. Staff have extensive systems in place for observing children's play and learning and use their observations very effectively to plan an exciting and stimulating range of activities to meet their developmental needs.

Children are and behave in ways which demonstrate that they are extremely safe and secure in the setting. Their knowledge of keeping safe is further extended by staff talking about road safety, stranger danger and walking carefully along the road. A road safety expert visits the setting and re-enforces these clear messages in a fun and exciting way. Children are provided with excellent opportunities to develop their knowledge of keeping healthy and well. They eat nutritious and well-balanced snacks mid-session which usually comprise of fresh fruit and vegetables as well as bread sticks, crackers and sandwiches. They understand the importance of good hygiene practices and have access to a low-level sink close to the snack and messy play area to enable them to wash their hands at appropriate times. The continuous access children have to the outdoor environment enables them to keep fit and healthy as they run and move comfortably around this area. Staff reinforce children's understanding of keeping healthy through lively discussions and appropriate activities, such as, exercising to music.

Children are extremely settled and comfortable in the pre-school. They move very confidently around the setting and approach staff with ease. Children's self-esteem and confidence is expertly promoted by staff who offer them praise and encouragement throughout the session. The recently introduced 'wow board' enables staff and parents to celebrate children's achievements within the provision and at home. The excellent range of well-planned and freely-chosen learning opportunities enables children to expertly develop essential skills for the future. They are superb communicators and express themselves proficiently. They use numbers effectively to count and sort objects. They demonstrate superb knowledge of the wider world and reflect this in their play. Children are making outstanding progress in their learning and development and thoroughly enjoy their time at the pre-school.

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	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	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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