

Bickerstaffe Fledglings

Inspection report for early years provision

Unique reference number	EY315683
Inspection date	16/03/2009
Inspector	Andrew Clark
Setting address	Bickerstaffe C of E Primary School, Hall Lane, Bickerstaffe, Ormskirk, Lancashire, L39 0EH
Telephone number	01695 722 957
Email	
Type of setting	Childcare - Non-Domestic

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.

Description of the setting

Bickerstaffe Fledglings is run by a voluntary committee. It opened in 2005. The pre-school and out of school club operate from the school hall in Bickerstaffe CE Primary School, Ormskirk. A maximum of 20 children aged two to five years may attend the pre-school at any one time and the out of school club has 20 places for children aged four to eleven. There are currently 18 children on roll at the nursery of which 15 are in receipt of funding for nursery education. There are 29 children on the out of school club roll. The setting supports children with learning difficulties and/ or disabilities as well as children with English as an additional language. The pre-school is open each weekday from 08.50 to 11.20. The out of school club is open from 15.30 to 17.45. Both operate in term time only. The provision is registered by Ofsted on the Early Years Register, and the Compulsory and Voluntary Childcare Registers.

There are four members of staff, including the manager, who work directly with the children. All of the staff hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The staff make effective use of specialist advice from the primary school and local authority to support children with learning difficulties and/or disabilities and their families. It is an inclusive setting and the needs of all children, including those with English as an additional language, are met well through a wide range of challenging activities to promote all areas of learning. The manager and her staff undertake rigorous self-evaluation of the setting's provision which contributes to good improvement since the last inspection. The staff's enthusiasm and willingness to take full advantage of training opportunities means the setting is well placed to continue to improve.

What steps need to be taken to improve provision further?

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

- increase the range of accessible resources that promote positive images of cultural diversity
- ensure the views of parents contribute fully to self evaluation procedures.

The leadership and management of the early years provision

Leadership and management are good. The manager and her staff have effective procedures to monitor and improve the provision and develop best practice. Staff have close relationships with parents, but systems to incorporate their views into the self-evaluation are at an early stage of development. The manager and her staff manage their finances well and have made good improvements to resourcing, especially for books and information and communication technology, since the last

inspection. The setting is well organised and all staff have clearly delegated responsibilities which contributes to effective development. There are rigorous systems for ensuring staff and volunteers are suitable people to work with children. Regular risk assessments are carried out and the premises are secure. There is a good ratio of adults to children. Procedures to record essential information and keep it secure are good.

Parents are well informed through the weekly planning, newsletters and regular discussions and meetings. Parents feel the school responds quickly to their concerns and are especially pleased with the support they receive to help their children overcome emotional and behavioural difficulties. Very good links with the primary school ensure that information on children's welfare and achievement is effectively shared and individual development promoted.

The quality and standards of the early years provision

Children achieve well in all areas of learning in both the pre-school and the out of school club. There is a good emphasis on helping children become independent and to make decisions for themselves. As a result children are happy and enjoy all their learning experiences. Children have access to a wide range of activities throughout the sessions and quickly learn to make decisions about what to choose. Good induction procedures mean staff quickly establish good relationships with children and their families. Children start the day by entering a vibrant and colourful room which they find fun and challenging. Staff make good use of strong themes to make learning relevant to the children. For example, they explore relationships and emotions in topics, such as 'My family and my friends', producing self-portraits and puppets. Children's progress in early literacy and numeracy is well developed through well planned group activities. For example, matching and counting games and action songs and rhymes. There is a good balance between tasks children choose for themselves and others which are guided by staff.

Children learn to play and work together safely. They make a very good contribution to keeping work areas tidy, and organising and sorting the toys they are using. Staff make it fun for children to stay clean, tidy and follow good hygiene rules. The children behave well because of the strong positive behaviour policy. Children are involved in creating their own rules. The setting promotes children's healthy lifestyles well and their welfare is paramount. They provide healthy snacks in a friendly, social setting and children have continuous access to water. Lively team games and regular access to climbing equipment and wheeled vehicles help children to stay fit. All areas of learning are developed in the outside classroom and this is enhanced by the close partnership with the school.

Children's positive contribution is satisfactory. They are involved in fund raising activities, such as Red Nose Day. Children enjoy trying different food stuffs and craft activities for Chinese New Year, but there are limited accessible displays and resources promoting positive views of cultural diversity. Planning and assessment procedures are of a good standard. Information gained from assessments is used effectively to inform planning and ensure that tasks are well matched to the

children's learning and development needs. The information gathered on children's progress is shared regularly with parents and other providers.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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