

Baschurch Pre-School Group

Baschurch Childrens Centre, Eyton Lane, Baschurch, SHREWSBURY, SY4 2JN

Inspection date

01/03/2013

Previous inspection date

16/11/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children thrive and make outstanding progress in their learning and development, through staff's use of exceptional planning and assessment, inspired activities and highly impressive interaction.
- The dynamic staff team passionately embrace the characteristics of effective learning as they plan and provide a rich, vibrant environment for children.
- The monitoring of practice is highly successful in the management team's pursuit of excellence, enabling the provision to maintain the highest levels of achievement for children.
- Children have an exceptional relationship with their key person and they develop secure attachments. As a result, children's well-being is promoted extremely well.
- Staff develop impressive partnerships with parents and carers and involve them fully in the nursery and their children's care and education.
- Children are extremely well prepared for their transitions to school.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities within the main playroom and outside areas.
- The inspector spoke with children and observed their play.
- The inspector sampled records and documentation relating to children's progress and development, staff suitability, safeguarding and welfare.
- The inspector spoke with the managers and staff throughout the inspection.
- The inspector also spoke with parents and committee members to seek their views.

Inspector

Scott Oliver Thomas

Full Report

Information about the setting

Baschurch Pre-School opened in 1975 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The Pre-School is managed by the committee of Baschurch Pre-School Group. Since April 2009 it has been situated in a purpose-built early years centre alongside Baschurch Children's Centre, in the Baschurch area of Shropshire. All children have open access to a partially covered, enclosed outdoor play area and also have use of a large adjoining playing field. The pre-school serves the local area and is accessible to all children. The nursery employs five members of child care staff. Of these, three hold appropriate early years qualifications at level 3 and two at level 2.

The nursery opens Monday to Friday term time only. Sessions are from 8.45am until 2.45pm. Children attend for a variety of sessions. There are currently 42 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. The setting receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- reflect on and consider how children can make the most of their time at the end of the lunch period, for example, by asking them what they want to do and how they want to do it.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff create a vibrant and highly stimulating environment for children to play and learn. They motivate and inspire children's curiosity and learning through exceptional support and interaction, and challenging activities and experiences. As a result, all children flourish and make outstanding progress in all areas of their development from their individual starting points. Staff complete observations in the first few weeks that children attend and collate all the information to build a detailed picture about the child. They work very closely with their key children's parents to gain comprehensive information about their interests, likes, achievements and specific needs. This enables staff to gain important information about children's development across all areas of learning. Learning is well supported at home, through the use of home learning tasks and regular meetings to share progress.

Staff place exceptional emphasis on motivating children's learning through play,

exploration, problem solving and critical thinking. For example, there are impressive methods used for fostering children's vocabulary and their fascination of the world around them. Children's avid interest in the world around them encourages staff to plan fun, challenging activities that inspire children to use resources and equipment in different ways. For example, children learn about their rural community and the wider world as they plot on a map where each child lives. They also follow backpackers around the world through the use of Skype and from postcards sent to the Pre-School.

Children's ideas are used proactively to inform planning, so that they take an active part in leading their own play and learning. Frequent observations and very well-documented assessments assist staff extremely well in monitoring children's progress and learning. For example, staff evaluate and focus their ongoing observations to recognise the uniqueness of each child, then use this information to shape future planning. They routinely evaluate their key children's achievements and rigorously identify new targets for their development.

Excellent knowledge of their key children's needs enables staff to differentiate and personalise their support for individual children. For example, they plan St David's Day activities for a large group of children, using stories and resources, then separate into smaller groups to introduce physical skills, such as cutting, to make daffodils. This demonstrates staff's full understanding of how activities can promote children's learning in different ways. Children's language development is skilfully fostered through purposeful conversations at mealtimes, story time and during children's play. Staff repeat phrases back to children to help them consolidate their vocabularies, and they introduce new words to them frequently. For example, 'diagonally' whilst cutting daffodils and 'equal' when serving themselves at snack time. Children develop their literacy skills as they choose stories for staff to read to them and they listen avidly. They confidently answer questions posed by staff that encourage them to talk and think about the story. Staff perceptively facilitate children's speech and language skills, making stories and props available for children to access at any time. These inspire children to seek out their friends to join them for a story. They sit with staff, share the props out and hold the book, so that their friends can all see while they retell the story in their own words. Children then use ideas from the story to make links in their learning; moving their bodies in different ways to copy the characters from their favourite story.

Staff are creative in their use of resources, providing wonderful, new experiences and opportunities to extend current activities further. Children investigate different resources and explore the concepts of weight as they fill and lift different sized containers in the sand and make predictions to see if they are heavy or light. Activities that provide opportunities for the use of mathematical language, positional language, shape, quantity, size and pattern are plentiful. For instance, children measure the width of the field outside by counting how many big steps it takes to walk across it. Staff maximise opportunities to introduce numbers and counting, such as spontaneously counting children at the snack table and before going outside.

Children are happy, confident, have fun and enjoy coming to nursery. The fully embedded key person system works extremely well in supporting children's social and emotional well-being. Staff plan one-to-one time with key children, and for small group work and whole group gatherings, and expertly nurture children's confidence and sense of security. Consequently, children develop a very positive sense of themselves and respect for others because of the fantastic support and excellent activities which staff provide. Staff work very closely with parents to tailor settling-in arrangements that are specific to children's needs. The warm welcome and highly positive, relaxed approach from staff has a very calming influence on the children. As a result, children are happy, settle quickly and build very close attachments. Children mainly show great independence in choosing what they play with, where they play and whether they join in adult-guided activities. This helps children to feel valued and respected, enabling them to thrive and reach their full potential. They are involved in decision-making and readily contribute to activity planning. However, there are certain times in the day when this is not so evident, especially after lunch, and there is scope for staff to be a little more pro-active in swiftly supporting children to become actively engaged in their play and learning during this time.

Staff help to prepare children for school extremely well by encouraging regular visits from their reception class teachers. Children visit the school weekly, which prepares them well for their move into full time education. Teaching is rooted in expert knowledge of the revised Early Years Foundation Stage and how young children learn. Staff use this information well to tailor activity planning and help children to develop the skills they will need in the next stage of their learning.

Staff model positive behaviour and negotiation skills expertly. This promotes children's ability to manage situations sensitively, with increasing independence and self-control. For example, when a group of children, who are working collaboratively with construction materials are asked politely by a child if they can join in the activity, they readily share some of the materials and also check if their friend has enough for their play. This shows that children build excellent relationships and are very kind, caring and supportive of their friends. Children behave well and follow the rules and boundaries for acceptable behaviour. They know what is expected of them and take some responsibility to manage their own disputes. For example, children's cooperative skills and turn taking are well supported through the use of timers. Children know the daily routines extremely well, so that they are very settled and have a sense of belonging. They remind their friends that they have five minutes left before tidy-up time. All the children help to tidy their toys, working well as a team to carry heavy boxes and place toys back where they belong.

Continual positive praise, enthusiastic encouragement and meaningful targeted support, successfully promotes children's self-esteem. This inspires the children to persevere and concentrate, show pride in their achievements and to become highly motivated, active learners. Children benefit from healthy, nutritious snacks and plentiful opportunities for physical exercise and fresh air everyday that contributes to their good health. They have fun outside, during 'wiggle time' and using a wide range of equipment to encourage their physical skills and fitness. Innovative ideas and activities skilfully increase children's awareness of the impact of exercise on their health and well-being. They feel their heartbeat and adults talk about the changes to their bodies when still and moving. Staff

encourage children to talk about dangers, which they see and to reflect why something may be dangerous. As a result, children show a very good understanding of how to keep themselves safe. They use scissors and tools safely, and confidently explain that they need to wear safety helmets when riding pedal and push along toys outside in case they fall off and bang their head.

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

The managers ensure the safeguarding and welfare requirements are met meticulously. Staff are detailed in their maintenance of the resources through regular safety checks and cleaning. Exceptional organisation, thorough risk assessment and comprehensive awareness of safeguarding issues amongst all staff, significantly enhances children's well-being. As a result, staff prioritise child protection concerns and deal with them effectively. Extensive recruitment and vetting processes and rigorous induction methods ensure the suitability of staff. Staff deployment is very successful in meeting children's needs and careful consideration is given to maintaining their safety at the beginning and end of each session.

The managers are highly comprehensive, and demonstrate a first class knowledge of the learning and development requirements. As a result, children flourish and are very happy because of staff's commitment to them, and of the secure and vibrant environment that is highly conducive to learning. The spacious play spaces indoors and outdoors, and the extensive range of stimulating, high quality resources and equipment are presented in open, low-level units. This empowers children's independence, nurtures their creativity and inspires their learning extremely well.

The inspirational management team achieve excellence in all aspects of the provision, including sustaining the highest levels of achievement for all children. They motivate the staff and manage their performance and professional development exceptionally well. Staff update their skills and knowledge through frequent staff meetings, supervision and excellent access to regular training. This results in a highly skilled and dynamic staff team, who demonstrate first-rate knowledge of their roles and key responsibilities within the curriculum. Staff use their new skills and understanding expertly, for example, developing and providing an extremely strong programme for communication and language. Since the last inspection, the management and staff have worked extremely hard to address weaknesses. This has led to significant improvements in children's welfare, learning and development.

The management team have very high aspirations for quality and communicate ambition and drive successfully. Staff observations, feedback from parent questionnaires, frequent audits and regular reviews of action plans, provide rigorous and extensive monitoring, analysis and self-challenge. As a result, exceptionally high targets are identified and these have had an outstanding impact on children's achievement and well-being. The management team skilfully oversees children's transitions between nursery and school. Staff meet with teachers to share children's progress information. This ensures children's

individual learning needs are fully understood and supports smooth transitions. Procedures to monitor and evaluate children's learning and development are highly effective and support the early identification of learning support needs. This enables staff to seek additional help for children quickly. Staff liaise extensively with parents and other professionals involved with the children and ensure that the outstanding partnerships are fully embedded. Staff's passionate and exemplary approach to promoting children's education is demonstrated through the high quality support and challenge, which they provide for all children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	224035
Local authority	Shropshire
Inspection number	866125
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	28
Number of children on roll	42
Name of provider	Baschurch Pre-School Group
Date of previous inspection	16/11/2009
Telephone number	01939 260643

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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