

Beechbuds

Eccleston Primary School, Doctors Lane, Eccleston, CHORLEY, Lancashire, PR7 5RA

Inspection date	26/06/2013
Previous inspection date	23/09/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are relaxed and confident as they explore this well-resourced environment. They demonstrate good levels of independence, curiosity and imagination and are making good progress in their learning and development.
- All staff work very well as a team and are committed to providing the best they can for the children in their care. As a result, children feel safe, behave well and readily join in activities with staff and other children.
- Staff have a good knowledge of how children learn, and provide challenging, varied and interesting activities. They are committed to furthering their own professional development to continue to improve the service they provide.
- Partnerships with parents are positive as staff are welcoming and friendly. The key person system is effective and ensures that all children are valued and their individual needs are met very well.

It is not yet outstanding because

- There is room to increase opportunities to more fully support children to develop their numeracy skills in the outside area.
- There is scope for the development of the processes which enable parents to share their children's learning from home.

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.

Inspection activities

- The inspector observed activities in the pre-school room and the school hall as well as the outdoor areas.
- The inspector checked evidence of staff's suitability to work with children, the provider's self-evaluation system and a range of other records and documentation.
- The inspector spoke with the manager, individual staff and interacted with children at appropriate times during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Denise Sixsmith

Full Report

Information about the setting

Beechbuds pre-school was registered in 2004. It is privately owned and managed and operates from Ecclestone Primary School in Ecclestone, near Chorley, Lancashire. Children have access to a classroom, adjacent toilets and an enclosed outdoor play area. The pre-school opens term time only from 9am to 1pm on Monday, Tuesday, Thursday and Friday and from 9am to 3.15pm on Wednesdays. Children attend for a variety of sessions. The pre-school serves the local area and is accessible to all children.

The pre-school is registered on the Early Years Register. There are currently 36 children on roll in the early years age range. The pre-school provides funded early education for three- and four-year-old children and supports children who speak English as an additional language.

The pre-school employs three members of staff, including the manager. Of these, one holds appropriate early years qualifications at level 4, one at level 3 and one at level 2. The pre-school is a member of the Pre-School Learning Alliance and 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:

- extend opportunities for children to see, handle and use numbers for a purpose in the outdoor area, for example, through the use of licence plates on the sit and ride toys, the numbering of parking bays and house numbers on the play house
- consider ways to involve parents more fully in sharing children's learning and achievements at home, for example, through providing an area where these can be placed and the introduction of a link diary for school holiday periods.

Inspection judgements

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

All staff have a clear understanding of how young children learn and use their knowledge to help them make good progress in their learning and development. Staff plan well together to make sure that there are exciting, practical activities for the children that cover all the seven areas of learning. This helps to keep children motivated and eager to learn new things. Ongoing observations of children's learning feed into assessments for

the required progress check at age two and their ongoing learning records. This means that all children make good progress towards the early learning goals from their starting points. Support for children new to learning English is good and allows these children to make the same good progress as their peers. Children's starting points and interests are gathered at the start of the placement in an 'All About Me' booklet completed by parents. Generally, there are appropriate processes in place to engage parent's ongoing involvement in children's learning. Parents receive good information regarding their children's achievements, but the processes for encouraging them to share the achievements their children make at home are less well developed to fully aid staff in their planning.

Children are very happy, learn to play well together and are confident to 'have a go' knowing that there is always someone there to support them. This is evident during the physical education sessions and when children build with the large blocks in the outdoor area to make a walk way. Effective, support is in place to close gaps in children's learning, for example, through the key persons clear observations and individual planning, which incorporates children's interests. This positive interaction and support provided by staff ensures children progress comfortably within expected levels for their ages. Consequently, children are ready to take their next development steps, and are prepared well for their future learning in school.

Children demonstrate high levels of independence, curiosity and imagination, and develop strong relationships with staff and each other. Children are keen to communicate and confidently join in conversations, sharing their ideas and being 'good listeners' at circle times. They readily show the items they bring in for the letters of the week, for example, an umbrella and uniform for the letter U and a vitamin container for the letter V. Children show an interest in problem solving and counting as they help to count how many children are present and work out if they have enough pegs to hang the socks on the rotary dryer. Staff reinforce mathematical language and children's concepts about shape, using opportunities for counting and estimating how many bricks they will need to make the bridge. The indoor area is well resourced with number signs, charts and numbers in books to support and extend children's numeracy skills. However, children's numeracy skills are less well supported in the outdoor area as there are fewer opportunities for children to see, handle and use numbers for a purpose.

Children are involved in growing their own vegetables and as such learn about what they need to do to help this process. They enjoy planting, watering, nurturing and monitoring the growth of the potato and tomato plants. This helps children to learn about food, how it grows and to explore the natural world. Children, with the support of staff talk about where milk comes from during snack time. One child explains that milk comes from 'cows who eat grass' and that 'milk is warm when it comes from the cow'. This leads to further discussion about why the milk they are drinking is cold. Staff introduce children to basic technology as they use resources, such as the computer, programmable toys and the tills in the village shop role-play area. Children independently use the head phones to listen to their favourite stories and songs through the computer. They use their imagination well, as they dress up using the range of clothes available and explore the home corner with friends. They readily express their ideas and thoughts as they produce bright colourful

paintings and make a large crocodile from recycled packaging.

The contribution of the early years provision to the well-being of children

The indoor and outdoor areas are bright and welcoming. Staff regularly and effectively review these areas to make sure that they meet children's changing interests and needs. Children's work is on display to show their contribution is valued and to help children reflect on their achievements. The pre-school is well-resourced and organised to meet the needs of children's differing ages and stages of development. Toys, good quality photographic displays, dressing-up clothes and books represent the diversity within today's society and help children learn about differences of culture and disability. This effectively supports inclusion of all children. Children are learning about a healthy lifestyle through planned activities. They have access to drinks and choice of milk or water with their healthy snack. The large outdoor area enables them to have plenty of fresh air and exercise throughout the year in the covered area, climb, balance and dig in the grassed area, or 'scoot around' on the paved surface. Children are learning to stay safe as staff give reminders to children about safe practice on the climbing equipment and road safety when on outings.

Children build strong bonds and attachments with their key person, other staff and children. They are happy and clearly enjoy playing with their friends. Children are confident in their environment because their efforts and achievements are valued and fully acknowledged by staff. This means they are confident in their own abilities and are polite and well-behaved individuals. Children's behaviour is good because they are fully occupied and engaged in learning and playing from the moment their session starts. The consistent approach to managing behaviour used by staff contributes to the very good behaviour seen during the inspection.

Transitions are successful because they are discussed thoroughly with parents and children are supported during introductory visits with their parents. The children's key person supports them and works alongside the schools reception teacher to ensure that they continue to feel safe and secure as they move through into the reception class or move to other settings. Children's personal and social skills are effectively promoted, they are confident and their skills in self-care are well developed. Older children are very caring and regularly help younger children, for example, to assist in turning on the tap and pouring out their milk during snack time. This helps children to be confident and prepared for future moves, including going to school.

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

Staff have a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage to ensure children are safe and their needs are met. There are clear policies and procedures for safeguarding children and these are understood and implemented by staff. Staff are deployed appropriately to

ensure that children are supervised and supported well. They understand how children learn through play and effectively support them to make good progress towards the early learning goals. Children are consulted about aspects of the planning, for instance, they put forward ideas for exciting role-play themes, which result in the setting up of a, hairdressers and the creation of a small world dinosaur environment.

There are good systems in place to monitor the educational programmes to make sure all children are progressing well. For example, the manager works closely with the staff and reviews children's learning journal records and the planning to make sure all children are included. Staff benefit from regular meetings and an effective appraisal system supports their ongoing professional development. The action and recommendations raised at the last inspection have been successfully addressed, improving learning and development as well as safety for the children. Staff feel that their practice has benefitted greatly from a step into quality assessment that they have undertaken. Realistic and achievable plans have been drawn up for the future. This demonstrates that the pre-school has a good capacity to maintain improvement.

Partnerships with parents, external agencies and other providers are well established and make a positive contribution to meeting children's needs. Information is shared with other early years providers and professionals. This includes information about the children's progress at pre-school and requests to work together to enhance children's learning in all early years settings. Informative noticeboards and newsletters keep parents up to date with the events at the pre-school and invite their involvement. Parents are invited to the monthly assembly held in conjunction with the school, the annual graduation ceremony, teddy bear picnics and nursery outings. Parents state that they are very pleased and happy with the service they receive. They say they have very positive relationships with staff, and are confident to talk to the manager and the staff about any issues. Parents value the library book loan scheme, parents' evenings and the close links with the school. They state that their children are happy and involved in a wide range of activities and that they really look forwards to attending their pre-school.

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	EY283042
Local authority	Lancashire
Inspection number	819996
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	36
Name of provider	Beechbuds Pre-School Committee
Date of previous inspection	23/09/2009
Telephone number	0770 929 0330

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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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