

Buckenham Pre-school Group & Nursery

Buckenham Community Primary School, Abbey Road, Old Buckenham, NORFOLK, NR17 1RH

Inspection date	16/09/2013
Previous inspection date	11/09/2008

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

The quality and standards of the early years provision

This provision is satisfactory

- Practitioners provide a good level of support to prepare children for transition both within the setting and to school.
- Practitioners work well with parents, especially when settling new children into the setting.
- There are a wide range of activities available for the children that encourage and further extend learning.

It is not yet good because

- Opportunities for children to make the best progress are limited as practitioners do not consistently identify and record the next steps to help the children extend their learning.
- Practitioners awareness of the children's level of engagement during free play is inconsistent. Consequently, some children may not always be appropriately occupied to enhance their learning and development.

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 met with the supervisor and nominated person.
- The inspector observed children within the playroom and outside area.
- The inspector looked at children's progress books, assessment papers and plans.
- The inspector spoke to parents, children, and other staff members, and took their views into account.
- The inspector looked at written policies and procedures.
- The inspector looked at staff files and checked qualifications and staff clearances.

Inspector

Katrina Rodden

Full Report

Information about the setting

Buckenham Pre-school Group and Nursery opened on these premises in 2002. It is run by trustees and operates from a purpose-built mobile classroom, which is sited in Old Buckenham Community Primary School grounds. All children share access to an enclosed outdoor play area.

The setting is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and is open each weekday from 8.30am to 3pm during term time only. There are currently 43 children aged from two to five years on roll. Of these, 30 children receive funding for early education. The trustees employ 12 members of staff. Of the 11 who work with the children, 10 hold appropriate early years qualifications. The group 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:

- use appropriately challenging activities and questioning so that children's learning is further promoted
- ensure all practitioners are aware of the children's level of activity and engagement during free play, allowing children to be absorbed in meaningful activities for a suitable length of time, and ensure practitioners have the skills to determine the benefits of the children's play before moving them to a new activity
- review current systems for inputting and evaluating developmental stages in children's learning so that the next steps can be easily identified and used to promote further learning.

Inspection judgements

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

The pre-school is set in a light and welcoming building. The practitioners have carefully utilised the space to provide a wide range of different areas in which the children can freely move around to engage in activities and play. The children have access to an enclosed outside space, although the equipment in this area is more suited to the lower age range of children.

Practitioners have sound procedures to gather information from parents, and therefore, quickly build up suitable relationships with the children so they feel secure and happy to learn. Practitioners have a sound knowledge and understanding of the Early Years Foundation Stage, which helps them support the children to make steady progress. However, there is scope to enhance the children's learning and development by practitioners challenging the children through skilful questioning and more complex activities.

The children are encouraged to join in group activities, such as physical education sessions, in which the children enjoy stretching and moving to action songs and rhymes, and circle time, where the children talk about what they had been doing at home. The practitioners also use structured activities, such as art and craft, to follow themes or topics that carry on over all areas of learning. For example, for the topic 'ourselves', the children enjoyed using a mirror to study their faces so that they could paint a picture of themselves to display on the wall.

Small groups of children are sometimes able to select activities and play without adult input. Consequently, some children may not be fully engaged in meaningful activity all of the time. Practitioners do not always react to signs that children may need a little guidance to stimulate their learning, but when they do, children quickly become engaged in meaningful play.

The setting has good links with the neighbouring primary school, enabling practitioners to use similar teaching methods, for example, in phonics. This helps the children in their transition to school as there is consistency in teaching practice in both settings. The setting arranges trips and outings to local attractions, such as the zoo, to reinforce learning.

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

Practitioners operate a good key person system. Parents commented that they like the fact that they can talk to one practitioner who has got to know their child well. When children first start at the setting, parents help to complete assessment forms, and share useful information about their child with their key person. This helps the children feel secure and confident in the setting.

Children enjoy choosing a drink and a snack from the 'Caterpillar cafe'. Here, the children identify their own name on a card to take to the cafe before they eat. This is an effective way for all staff to recognise and monitor which children have eaten. Children bring packed lunches from home. They all had a healthy variety of food, as the nursery has worked hard with parents to advise the types of food the children should bring. Staff are attentive, sitting with the children, helping to open packets and pots as necessary. Staff engage in conversation with the children in a friendly, relaxed manner. Prior to eating, children are asked to wash their hands, and when they have finished, they are encouraged to put their lunch boxes away. Children are encouraged to keep themselves safe through simple rules, for example, keeping scissors on a particular table, and sitting down with

food and drinks. They also behave well as they learn to cooperate and take turns with their friends.

Children are supported to put on shoes, boots and coats for outdoor activities, and in warmer weather, children are also encouraged to change themselves into shorts and T-shirts for physical education sessions, which helps promote self-care skills. This also helps older children learn skills for their transition to primary school. Practitioners work in partnership with school staff by introducing routines that the neighbouring school use. Older children are taken in small groups to spend time in the school and visit the reception class area. This means that the children are familiar with the new setting before they start school.

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

Managers have a suitable awareness of the requirements of the Statutory framework for the Early Years Foundation Stage. This means that the setting, generally, meets the requirements to promote the children's health, welfare and development. Practitioners meet on a weekly basis to plan and discuss activities to help support the children's learning. However, recording and monitoring of the children's progress is inconsistent, so children may not always be challenged enough to enhance their learning and development.

Adequate procedures mean the setting is clean and safe for the children to play and learn in. The management team are proactive in maintaining and reviewing policies and procedures, which are available for parents to read. Trustees also ensure that practitioners hold up to date qualifications in first aid, safeguarding and food hygiene. Staff are aware of who to report safeguarding concerns to ensure children's safety. There are procedures in place to support the practitioners in their professional development. Recruitment procedures are sound and all staff have been vetted to ensure their suitability to work with children.

The setting carry out self-evaluation of their provision, and work in partnership with Early Years advisors from the local authority. This helps them implement new plans and strategies to help support the children in their learning and development.

Practitioners are given the opportunity to attend relevant training courses to enhance their knowledge and understanding, which helps maintain the standards of care and education the children receive. Particular strengths of individual practitioners are identified, and used to give the best learning opportunities for the children. For example, one practitioner is very skilled in maintaining all the children's attention and fully engages with them during storytelling and reading sessions. Arrangements are in place to work with the local school and children's centre to ensure children's needs are met and learning is continued.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY216944
Local authority	Norfolk
Inspection number	869732
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	43
Name of provider	Buckenham Pre-school Group & Nursery Committee
Date of previous inspection	11/09/2008
Telephone number	07799 778806

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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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