

Bomere Heath Sunshine Pre-School

Bomere Heath C E Primary School, The Crescent, Bomere Heath, SHREWSBURY, Shropshire, SY4 3PQ

Inspection date	02/10/2013
Previous inspection date	19/01/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff have a secure knowledge and understanding of how young children learn and develop. They are enthusiastic and plan stimulating activities, which enable children to make good progress in their learning.
- Links with parents and a variety of agencies are strong. Relevant information is shared and children's individual needs are supported and met very well. This means all children are fully included and have a positive attitude towards learning.
- Staff are good role models and consistently use effective strategies and provide clear guidance for children about what is acceptable behaviour. Children are well behaved and show consideration for others.
- Staff have a good understanding of safeguarding procedures and consequently, children are well protected.

It is not yet outstanding because

- Opportunities for children to learn about their own and other peoples cultures, so they can start to understand about differences and similarities, are not fully utilised.
- There is scope to build on opportunities for children's outdoor play and exploration.

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 taking place in the main room and outdoor area.
- The inspector viewed the main room and outdoor area used by children.
- The inspector carried out a joint observation with the deputy manager.
- The inspector took account of the views of verbal feedback from parents.
- The inspector looked at children's learning records, staff files, policies and children's information records.

Inspector

Kath Harding

Full Report

Information about the setting

Bomere Heath Sunshine Pre-School was registered in 1997 on the Early Years Register. It is situated in purpose built premises in the grounds of Bomere Heath Primary School, Bomere Heath, Shropshire and is managed by a committee. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The pre-school employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including one member of staff with Qualified Teacher Status.

The pre-school opens Monday to Thursday, from 9am until 3pm and on Fridays, 9am until 11am, term time only. Children attend for a variety of sessions. There are currently 27 children attending, who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance the educational opportunities for children to begin to know about their own and other peoples cultures, in order to understand and celebrate the similarities and differences between them in a diverse society
- enhance the opportunities for children's outdoor play and exploration, for example, by adding more flexible resources, such as, large paintbrushes, lengths of fabric and plastic guttering.

Inspection judgements

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

Staff have a secure knowledge of the Early Years Foundation Stage and have a good understanding of how young children learn. They use a specific speech and language form together with an indepth induction form to accurately assess children's prior skills, knowledge and understanding before they enter the setting. This enables staff to plan suitably challenging activities for individual children to ensure they make good progress in their learning and development, particularly in the prime areas of learning. Staff are keen and enthusiastic, which helps children to be eager to learn and to become engrossed in

the range of stimulating activities on offer.

Teaching is good. Staff extend children's learning by making the most of opportunities to ask open-ended questions. As they talk at circle time children are encouraged by staff to listen carefully. Staff encourage them to think and solve simple number problems as they count the number of children present and add on one more. As they think about what day of the week it is, staff extend this learning by asking children to think of other words beginning with 'w'. Staff help them to make connections in their learning as they talk about a computer programme they use beginning with the 'w' sound. As children proudly show their objects from home, they take turns to talk about their possessions, so gaining a sense of belonging. When looking at the numbers on the toy caterpillar staff encourage children to recognise the numerals and put the numbers in sequential order to help promote their early mathematical skills. As staff show children the book about a fire-fighter they encourage children to think about how the fire-fighter helps people and what they wear to protect them from a fire. Staff support children's language development as they introduce new words, such as, 'stethoscope', 'paramedic' and 'thermometer' linked in with the topic of 'People who help us.' Children are supported by staff to take turns and share the resources as they play the fire-fighter game. They can help themselves to drinks of water throughout the session. This helps to promote their independence and helps children to effectively develop the key skills they need for the next steps in their learning. Children are able to access a range of toys and resources that reflect diversity. However, there is scope to improve opportunities for children to gain a greater understanding of their own and other peoples cultures and to understand and celebrate the similarities and differences between them in a diverse society.

Staff provide a wide range of daily physical activities both indoors and outside. They provide tricycles for children to develop their skills of coordination, scooters to balance and scoot around on and hoops for children to practise movement skills. This helps children to develop their physical skills. However, there is scope to build on developing the already good outdoor area by including a range of resources that can be used in many different ways, such as, plastic guttering, lengths of fabric and large paint paintbrushes.

All children are generally working comfortably within the typical range of development expected for their age. Staff have implemented the progress check at age two and can confidently identify what children in their care are able to do. Children's starting points and regular observations and assessments are recorded in their profiles, which parents can freely access. These profiles also contain children's artwork, photographs and opportunities for parents to add their comments to help promote continuity in children's learning experiences. Children are able to take home books and jigsaws and 'Lennie' the toy bear, so helping parents to be involved in their children's learning.

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

Children are supported well to ensure they experience a smooth transition from home to the setting. They are warmly welcomed by staff, who take time to get to know parents and children's individual routines. Therefore, children's individual needs are understood, their physical and emotional well-being is promoted and they are well settled. Children

behave well and are learning to play cooperatively with others. They are interested in each other's play and show care and concern for others as they check that new children to the setting are happy and offer them a place on their tricycle. Staff model calm and supportive interactions with children and this helps children to build good relationships. Children are happy and confidently explore the well-resourced environment, which supports their all-round development. The well-established key person system enables children to feel secure and form appropriate attachments.

Children have a snack day where they are encouraged to bring in a snack and share with their friends. Parents are invited to this occasion, so they can see their child at play. Snacks are freshly prepared, nutritious and balanced, so helping to promote an awareness of healthy food options. Children are encouraged to wash their hands prior to eating and independently access tissues, so helping them to recognise the importance of good hygiene practices. They are encouraged to put their own jumpers on and visit the toilet independently. This helps children become more adept at managing their own personal care needs.

Staff provide a wide selection of good quality resources both inside and outdoors. Children are able to select their own toys and activities from the pictorially-labelled boxes, so helping to promote their independence. They can access the enclosed outdoor area, so benefitting from plenty of fresh air and promoting their good health. They begin to understand about the importance of exercise as they run around outdoors and ride on the wheeled vehicles. They learn about keeping themselves safe as they are encouraged to develop their understanding of taking risks in their topic of 'People who help us'. Children are also encouraged by staff not to touch the stray cat as they point out that it is unfamiliar to them and the consequences and tell them that it may be grumpy.

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

Staff have a good knowledge of the safeguarding and welfare requirements and children's safety is well promoted. Arrangements for safeguarding children are strong. Staff have attended training in this area and are aware of what to do if they have a concern, to help to keep children safe. The written safeguarding policy is clear and contains all of the required information and is readily available to parents via the setting's website. The manager and committee are well aware of their responsibilities to inform Ofsted of any changes, including changes to the registered person. Children's safety is well promoted as staff undertake daily visual checks to ensure the areas used by children are safe. Staff also consider risks to children on outings, such as when children and staff visit the local post office. Thorough induction, recruitment and selection procedures are in place to help protect children and a record of all staff's Disclosure and Barring Service checks are maintained. This helps to ensure that all staff are suitable to work with children.

Staff are effectively monitored through robust practices, such as, supervision sessions, peer observations, team meetings and annual appraisals, to drive improvements. Regular training is accessed to help improve practice. Staff involve parents and children in the evaluation process by regularly asking for their verbal feedback. They use the knowledge

gained to enhance their already good practice. They are committed to improvement and ensuring the evaluation of the service has a positive impact on children. For example, staff have introduced new induction forms to gain a more detailed picture of children's individual starting points. This has resulted in staff knowing more about children before they start in the pre-school and consequently, being able to tailor their planning more effectively towards meeting children's individual needs and interests.

Staff have a secure understanding of their responsibilities in meeting the learning and development requirements. The manager monitors the educational programmes to ensure there is a broad range of activities and experiences on offer to help children make good progress towards the early learning goals. Children's needs are quickly identified and well met through discussions with parents.

The setting works effectively in partnership with other settings that children attend. Staff contact the other settings and exchange information about children's progress to enhance continuity in children's learning experiences.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	224047
Local authority	Shropshire
Inspection number	917821
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	27
Name of provider	Bomere Heath Sunshine Pre-School Committee
Date of previous inspection	19/01/2010
Telephone number	01939 290359

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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