

# Bluebell Pre-school

Holy Trinity School, Fidders Folley, Forham Heath, Colchester, CO3 9UE

<b>Inspection date</b>	28/11/2013
Previous inspection date	01/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	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 requires improvement

- Children form close attachments with their key persons and enjoy their time at pre-school.
- Children are well protected from harm because practitioners demonstrate good knowledge and understanding of how to keep children safe.
- Children make choices over their learning as they freely access an interesting range of resources. They move confidently between the indoor and outdoor learning environments.
- Parents are encouraged to play an active role in their children's learning through daily communication with their children's key persons.

### It is not yet good because

- Effective planning and assessment is not implemented consistently to ensure sufficient challenge for all children. Evidence of children's progress is not well documented to show that children are progressing.
- Evidence to show that parents are always informed about accidents, which happen to their children is not consistently recorded.
- Children whose home language is not English are not provided with appropriate opportunities to use their home language in play.
- Systems for reviewing and monitoring the educational programme are not effective.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the main pre-school room, outdoor area and the school dining room.
- The inspector held discussions with the manager, practitioners, special educational needs coordinator, equality needs coordinator and children at appropriate times throughout the inspection.
- The inspector looked at a range of records, including children's details, information about children's learning, planning, written risk assessments, written policies, information about practitioner's qualifications and proof of the checks carried out to assess their suitability. A selection of other relevant documentation was also checked.
- The inspector took account of the views of parents spoken to at the time of the inspection.

## Inspector

Lynn Hughes

## **Full report**

### **Information about the setting**

Bluebell Pre-school was registered in 2011 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a demountable classroom in the Fordham Heath area of Colchester, Essex and is managed by a private company. The pre-school serves the local area and is accessible to all children. It operates from one room and there is an enclosed area available for outdoor play.

The pre-school employs six members of childcare staff. Of these, all six hold appropriate early years qualifications at level 2, 3 and 6. The pre-school opens Tuesday, Wednesday and Thursday, term time only. Sessions are from 9am until 3pm. Children attend for a variety of sessions.

There are currently 16 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a small number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure each area of learning is implemented through planned, purposeful play. Provide planning that is a balanced mix of adult-led and child-initiated activities to ensure that children remain challenged and motivated to learn. Improve systems for observation to demonstrate that children are making progress
- take reasonable steps to ensure that children whose home language is not English are provided with opportunities to use their home language in play, to support their general language development
- ensure the accident record provides evidence that parents have been informed about any accidents that happen to their children.

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

- review systems for monitoring the assessment of children's learning to ensure that it is rigorous and thorough and identifies any gaps in children's progress and learning.

## Inspection judgements

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

Practitioners generally understand how children learn and provide them with effective opportunities to guide their own play and learning. Planning is devised each day, based on the range of resources children choose to have out that day and through some evaluation of the participation of activities from the previous week. While this enables children to be actively involved in their learning, it provides limited opportunities for practitioners to ensure that children are being effectively challenged. The balance between adult-led and child-initiated activities is not proportionate. Key persons observe the achievements of children in their key groups and make some written notes in their learning journeys. However, they do not use their observations to identify children's next steps in learning frequently enough to fully monitor their progress. Parents are encouraged to view their children's learning journeys on a regular basis and to discuss their development with their child's key person.

The range of resources and equipment available enables children to participate in a wide range of experiences. For example, they explore numbers and counting, when they join in with number rhymes and songs. They are provided with opportunities to make marks and to develop their handwriting skills by freely accessing the writing and drawing resources. Practitioners encourage children to write their own name on their creative work, which results in some children beginning to write recognisable letters and numbers. Children's communication and language is promoted by practitioners speaking calmly to them and entering into discussions about what they are doing, how it makes them feel and what they would like to do next. Some discussions extend children's thinking, for example, a creative activity, based around decorating a fire for the Christmas wall display provides opportunities for children to talk about the open fires they have in their homes. They discuss whether they put wood or coal on the fire and what it looks like. A number of posters and books enables children to explore the wider world and to develop an understanding of people's differing needs. Children enjoy participating in a range of festivals and special occasions, which extend their knowledge of other people's cultures. At present, however, there are few opportunities for children whose home language is not English to use their home language in play within the pre-school environment.

Children develop an understanding about knowledge of the world through a range of experiences. They grow a selection of vegetables in the garden, developing an understanding about how to look after their produce while it is growing. They explore nature in the school's wildlife garden and learn about how chickens hatch when they observe eggs through the hatching process, to the chick stage. Quiet cosy den areas enable children to explore books or to just sit quietly. Practitioners liaise with the local reception class teacher and have developed a good understanding of the skills children need to prepare them for their school life. For example, children are encouraged to learn how to listen for the next instruction. They learn to put their coats on and off and to change from their shoes into the wellington boots when accessing the muddy, digging area in the garden.

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

Children are comfortable, settled and confident in the pre-school environment. Effective settling-in procedures ensure that parents, children and key persons are well prepared for the transition from home to pre-school. The manager and key person conducts home visits, prior to children starting at the pre-school. This enables practitioners to gain a good knowledge of the children's family set-up, siblings, pets, likes and dislikes. Children move freely between the indoor and outdoor environment, making choices about how and where they play. The pre-school room is bright and welcoming and is well equipped with a range of resources that are easily accessible to children. This enables children to guide their own play and to learn important decision-making skills. Children behave well and follow the pre-school's simple rules, for example, they enthusiastically join in with tidying up at the end of the session to the 'tidy up' music played during this time.

A healthy mid-session snack enables children to enjoy a range of fresh fruit, breadsticks, vegetables and dried fruits. Children choose when to sit at the snack table and are encouraged to develop independence skills, such as buttering their own crackers and pouring their own drinks. Discussions around foods which are good for them helps them to make healthy choices and to learn about what keeps them healthy. Daily routines, such as hand-washing after using the toilet and before eating meals, enables children to develop a good understanding of hygiene practice, which keeps them safe and well. Regular access to an outdoor environment enables those children who learn better outdoors to benefit. Children know that fresh air and exercise are good for them. They enjoy exploring the extended grounds of the school site, whereby they encounter a wildlife area, a small woods and some large scale physical play equipment. Children are beginning to develop an understanding about their own safety, for example, when buttering their crackers, they are reminded how to use a knife in a safe way and to place it back on the plate when they have finished their task.

Children's transitions in life are well managed by practitioners preparing them for changes. Good communication between the key person and parents ensures that the key person remains well informed of events that are happening in the children's home life. For example, the birth of a new baby or a parent going away for a period of time.

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

The pre-school is privately owned and is one of two pre-schools in the local area owned by the same registered person. Effective systems are in place to ensure that children remain well protected from harm. Practitioners regularly update their safeguarding knowledge through appropriate training, some of which is accessed online. All adults working with children have been vetted and proof of the checks used to assess their suitability are available to view. Daily safety checks and regular risk assessments are conducted to ensure that children play in a safe and secure environment. Children understand important safety routines, such as fire evacuations, as practitioners regularly practise these during the pre-school sessions. Appropriate records and documentation is in place and is generally well completed. However, some of the entries in the accident book have not

been signed by parents. Therefore, there is no effective record to show that parents have been informed of these accidents.

The registered provider has clear systems in place for supervising practitioners and conducting regular appraisals of their work. This enables both parties to identify training needs, discuss strengths and weaknesses of individual practitioners and to put together action plans to further enhance practice. Practitioners conduct peer on peer observations of each other to provide clear feedback on each other's working practices. The manager is beginning to use information from these observations to help her to influence changes and improvements within the pre-school. Some systems are in place for the manager to review, monitor and evaluate the educational provision, however, these are not robust enough to ensure that all children's learning needs are being well planned for. For example, key persons identify children's next steps in learning through their observations. However, these are not frequent enough to fully assess children's progress. The processes used to assess children's ongoing development are not well documented, resulting in limited clear evidence to show that children are making good progress. The manager and practitioners feed into the pre-school's self-evaluation process and parents are asked to comment on the content of this document. The manager follows up any parental contributions and reviews practices in line with these comments.

Partnerships with parents are strong. Parents spoken to at the time of the inspection share very positive comments regarding the pre-school. They state that the practitioners are very professional and approachable, that their children are making good progress in their learning and that they feel involved in their children's pre-school life. The pre-school operates on the site of a local primary school. Links with the reception class teacher and generally with the school are good. For example, the pre-school children eat their lunch in the school dining room with the school children. This aides a smooth transition for children moving from pre-school into primary school.

### **The Childcare Register**

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY435932
<b>Local authority</b>	Essex
<b>Inspection number</b>	874637
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Jacqueline Mary Leach
<b>Date of previous inspection</b>	01/03/2012
<b>Telephone number</b>	01206 241677

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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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