

# Beaufort Childcare Groups

Beaufort Road, Bournemouth, Dorset, BH6 5LB

<b>Inspection date</b>	20/11/2013
Previous inspection date	07/06/2010

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

- Staff have established close links with parents and regularly share information about children care and well-being.
- Resources and play equipment are positioned at child-height to encourage children to make independent choices about their play.
- Children are developing understanding of the behaviour expectations and cooperate well during tidy up time.

### It is not yet good because

- The staff are still developing as a team, which means communication between key persons is not always effective to fully support children's learning and development
- The play and learning environment is not effectively organised and at times, activities are mundane and lack challenge, in particular regard to promoting children's communication and language development.
- Daily routines are not always followed through effectively to develop the children's understanding of good personal hygiene, such as through regular hand washing.

## 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 children's play and staff interaction, indoors and outside.
- The inspector completed a joint observation with the Supervisor.
- The inspector looked at documentation including a sample of children's records and staff suitability records
- The inspector talked with staff and parents.
- The inspector took account of the systems used by the staff to evaluate the provision.

## Inspector

Dinah Round

## Full report

### Information about the setting

Beaufort Childcare Groups opened the out of school care in 1993 and the pre-school opened in 2001. The group is run by the committee of Beaufort Community Centre, Southbourne, Bournemouth, in Dorset. It operates from the community centre in Southbourne, Bournemouth. Children have access to rooms five to eight, the cafeteria, the gymnasium and toilet facilities. There is a fenced play area for outdoor play during term time and a portion of the adjoining school playground is used during school holidays. Beaufort Childcare Groups is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 206 children on roll, of whom 44 are in the early years age group. The pre-school provides funded early education for children aged two, three and four years. The pre-school opens Monday to Friday from 9am to 3pm, during term time. There is a breakfast club, and an after school club which accepts children aged from four years to eight years and opens Monday to Friday from 8am until 9am and 3pm to 6pm during term time. The holiday club is open Monday to Friday from 8am to 6pm during school holidays for children aged over four years. The pre-school supports children who are learning English as an additional language and children with special educational needs and/or disabilities. A team of eight staff work on a rota basis with the children, of these six staff hold an early years qualification to at least level 3 and one member of staff holds a National Vocational Qualification at level 2. The group take part in the local authority quality assurance scheme.

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

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

- improve the key person system to ensure consistency in the approach to children's learning and development
- provide challenging and enjoyable play and learning experiences for each child in all areas of learning, with particular regard to children's communication and language development.

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

- review practices to support children's hygiene and raise their awareness of healthy practices, by following good routines with particular regard to hand washing.

## Inspection judgements

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

Most children settle quickly when they arrive at the pre-school. Staff gain details from parents about the children's abilities, preferences and family members on the 'All about Me' and entry record forms. They use the information suitably to set up favourite activities and help children during their settling-in period, such as making sure that gluing and sticking materials are available. Planning adequately covers all areas of learning and overall, provides an appropriate range of play activities that contribute towards children's development. This is based on what children have explored the previous week and incorporates some specific topics, such as Autumn. However, at times, activities are mundane and do not offer children a good level of challenge, as a result, some children wander around and are always not engaged in purposeful play. Children benefit from daily outdoor play experiences where they can run freely, learn to kick and throw balls, climb and balance on the climbing frame and use the spades to dig in the soil. This helps to promote children's physical development.

Staff complete ongoing observations and assessment to monitor children's achievements that are shared with parents to keep them informed of their child's progress. This includes specific target sheets that encourage parents to get involved with their children's learning at home. Staff have implemented systems to complete the progress check for two year old children, working closely with parents so they are fully involved in the process. A key person system is in place, and key staff chat with parents regularly to keep updated about children's developing needs. However, information sharing between the key persons in the staff team about children's individual needs is not effective to ensure that there is consistency in the approach to all children's learning and development. For example, a music and movement activity is not well organised, as staff do not tailor the activity to children's individual learning. As a result, several children soon lose interest and wander around distracting others.

Generally, children are beginning to learn the basic skills they need to support future learning. They show developing independence as they learn to do things for themselves, such as serving their own fruit and pouring their drinks at snack time. Children confidently self-select the play equipment from the low level boxes and units, and enjoy sitting quietly to look at a book in the book area. Staff get suitably involved in children's play encouraging some discussion to adequately promote children's communication skills. However, staff do not regularly introduce new words and model language to successfully build on children's vocabulary. Children join in number songs and rhymes happily and staff encourage them to count with their fingers, offering sensitive support to help develop children's understanding of number. Children have some opportunities to use their senses to investigate as they explore the paint and enjoy using the containers to transfer the water in the tray. They take part in planned creative activities and show control as they use the spatula to spread the glue as they create their collage pictures. Children show concentration as they use pencils to draw round the stencils and to sketch pictures, happily chatting with their friends. Staff praise the children's achievements helping to

boost children's confidence and self-esteem.

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

Overall, children relate well to staff and other children showing that they are beginning to form some attachments. Staff are aware when new and less confident children require some additional support and offer comfort and reassurance appropriately. Key staff have responsibility for particular children, although, there are occasions when children's care is organised by other staff. For example, during times of staff holidays and sickness, different adults who cover do not know children as well as their key person. Children show understanding of the boundaries and routines. They know when staff shake the tambourine that it is tidy up time and cooperate well as they help others to put toys away. Staff provide children with gentle reminders about the importance to wait and take their turn during the self-serve snack time. This teaches children to consider the needs of others and helps them learn to take responsibility for their own behaviour. Staff liaise with parents about any behaviour issues and implement some sticker charts so they can all work together to support children's behaviour.

Staff understand their responsibilities to keep children safe. They carry out ongoing risk assessments to help them identify and minimise risks to children. The management take immediate action when issues are identified that pose a risk to children. For example, the external doors in the entrance foyer are adapted to prevent the doors from automatically opening from the outside. This has improved the security measures and staff monitor the external doors during arrival and collection times so children are unable to leave the premises unsupervised. Staff maintain adequate supervision of children during the session. They stay close by as the children join in outdoor activities on the playhouse to enable them to help children climb up and down the steps safely. This allows children to learn new skills and builds their confidence as they are reassured that a staff member is close by. Children are learning to keep themselves and others safe in their play as staff remind them not to run inside the play room. Resources and equipment are well positioned in low-level units so they are easily accessible to children. This means that children are able to move around freely and make some free choices about their play.

Overall, children's health is suitably supported. Staff follow suitable nappy changing routines and procedures talking with children to provide reassurance. However, routines to help children develop a clear understanding of their health and self-care are not consistently followed. For example, staff do not make sure that children always wash their hands after using the toilet to help them learn good hygiene routines. Staff liaise with parents over children's individual dietary and medical needs, and make sure the information is shared with all staff. Children enjoy healthy snacks of fresh and dried fruit and the parents provide the food for children's lunches.

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

The inspection took place following information shared with Ofsted that raised concerns about safeguarding, safety, child supervision, hygiene procedures and the provision of activities and learning opportunities provided for children. Generally, the provision is suitably organised, with the appropriate records, policies and procedures in place to help support the running of the nursery. This includes clear recruitment and vetting procedures to check staff's suitability to work with children. However, the provider has failed to notify Ofsted of a significant event in line with the Statutory Framework for the Early Years Foundation Stage. Ofsted do not intend take any action on this occasion. There is a clear safeguarding policy detailing the staff's role and responsibilities. Staff attend safeguarding and first aid training to refresh their knowledge. This contributes towards the staff's clear understanding of child protection issues and the procedures to follow if they have a concern about a child in their care. This helps them to support children's safety and welfare.

The manager has only been in post a few months and the staff are continuing to develop as a team. There are some procedures to evaluate the provision, such as spot checks by the management team to monitor staff practice. The manager reviews the children's progress records to check that staff keep them up-to-date. At the end of the session, staff reflect on the day's activities to consider what worked well. Key staff make routine observations and assessments to help them monitor children's progress. However, they do not always use the information consistently to plan activities that provide children with a good level of challenge. This impacts on the learning and development opportunities offered to children. The manager completes staff supervision to discuss the staff's training needs and help support staff's continual professional development.

Staff work in partnership with parents and others involved in children's care appropriately. They make suitable links with outside agencies to obtain guidance on supporting children with specific needs. Consistency forms developed for some children share information with staff of any particular strategies for dealing with children's individual needs. Parents receive sufficient information about the pre-school through the parent's information booklet, notices and the ongoing communication. Staff talk with the older children about starting school and take them on trips to the local school. They also arrange for reception teachers from the school to visit and see children in the setting. This helps to prepare children for their move onto school.

### **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	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>	100433
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	941947
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	46
<b>Number of children on roll</b>	206
<b>Name of provider</b>	Beaufort Childcare Groups Committee
<b>Date of previous inspection</b>	07/06/2010
<b>Telephone number</b>	01202 417 143

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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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