

Bluebells Pre School

Coulsdon Community Centre, Chipstead Valley Road, COULSDON, Surrey, CR5 3BE

Inspection date

Previous inspection date

20/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 positive relationships with parents and welcome them into the nursery. They keep them updated with the care routine and activities on a day to day basis.
- Children take part in a wide range of interesting activities and experiences that match their interests and needs and offer them challenges.
- Staff support communication and language through discussions and songs, so all children are making good progress.
- Children understand the rules and boundaries in the pre-school. The staff are good role models, as a result children are learning to take turns and share with their friends.
- Children develop trusting relationships with staff, so they feel emotionally secure and happy to explore the environment.

It is not yet outstanding because

- Although staff generally promote children's literacy skills well there are fewer opportunities for children to practise their early writing skills.
- Staff are good at talking to children during play about height and size however there are fewer resources available for children to be able to measure things for themselves.

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 the children taking part in indoor and outdoor activities.
- The inspector sampled documentation of the policies and procedures in place.
- The inspector looked at samples of learning journeys and planning of children.
- The inspector completed a joint observation with the one of the managers.
- The inspector took account the views of parents spoken to during the inspection.

Inspector

Maria Powell

Full report

Information about the setting

Bluebells Preschool registered in 2013. It is owned by a partnership of two early years practitioners who also manage the day to day provision. It operates from a community hall based in Coulsdon, which is in the London Borough of Croydon. The children have use of one playroom and an enclosed outside play area. They also have use of the larger hall and smaller rooms within the building. The setting is close to all major transport links and there are areas for car parking. The provision is registered on the Early Years Register and the compulsory part of the Childcare Register. Opening hours are weekdays during term times, from 9.15am to 12.15am and from 12.30pm to 3.15pm. The preschool supports children who have special educational needs and/or disabilities, and children who speak English as an additional language. There are 18 children on roll, all of whom are in the early years age group. The pre-school gets funding for the provision of free early education to children aged three and four. There are three members of staff, all of whom hold relevant early years qualifications.

What the setting needs to do to improve further

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

- develop children's literacy skills further, for example, by improving the range of mark making resources available around the pre-school to promote pre-writing skills
- extend the range of resources available to children to further develop their awareness of mathematical concepts during everyday play, such as size.

Inspection judgements

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

Staff support children well in their learning and development. Through regular observations and information gathered from parents, staff learn about children's starting points to assess their progress. Staff provide children with stimulating and interesting activities, which are age appropriate and differentiated to provide appropriate challenges to all children. This enables children to further challenge their abilities of chosen activities and therefore, their all-round development

Children have the opportunity to explore with stimulating activities which promotes their all-round learning and development. For example, during a maths activity, staff support children in counting cubes and sequencing cubes in coloured order. As a result children are showing their mathematical awareness whilst counting and problem solving. There are further activities available as children explore in shaving foam and mixing colours

together. Staff support children's communication and language, by asking appropriate questions about what colours they are mixing and how the foam feels. This activity supports children's to recognise their colours. The staff know the interests of the children as they set out appropriate activities for the children to support their learning.

Children enjoy exploring with instruments as they bang and shake them to produce different sounds. The staff play the instruments with the children, as they play enthusiastically and dance around together. Staff encourage children to describe the different sounds the instruments make. This results in children learning about sound and being able to use their physical development as they move around the room.

There is a well-resourced book area where children can sit and listen to stories, or look at book independently. Staff display pictures and posters around the pre-school which supports children to develop an interest in print, letter and words; and show awareness that print carries meaning. The children are given reading books to take home to read with their parents, staff also encourage children to read the books to them when they return back to pre-school. As result children are being able to develop their early reading skills. Staff encourage children to make marks and develop their pre-writing skills. However they miss opportunities for children to develop this for themselves during their play. For example, by providing sufficient materials and pencils for children to use during their play experiences.

Staff provide resources to develop children's imagination. Children play doctors with the available resources, children pretend that staff are also the patients. Staff extend their understanding by asking children appropriate questions about being a doctors and this develops their awareness of other professional's they may see themselves. They use objects as they pretend to play. Staff support children's communication and language as they talk to children through their play and ask questions that encourage children to think. They talk about how high their buildings will be and count the bricks. However, staff miss opportunities to extend children's mathematical awareness further by including over resources to extend their learning. For example by having sufficient resources to measure how high their building is for themselves.

During a circle time activity children show excitement and enjoyment as they take out objects from a bag. The activity encourages children to develop their communication and language further as they have to describe the objects they have removed For example, children will describe the object and if it is an animal they remove they will say the animal sound. This activity also supports children with special educational needs/ or disabilities to develop their communication and vocabulary.

Staff talk to children as they fill containers at the sand tray, introducing language to discuss size and capacity. This results in children developing their mathematical skills and problem solving. Children have access to a garden area as they use their physical skills to climb up the stairs and down the slide. There are large wooden blocks, where children can further their physical skills as they climb or crawl across the blocks. Children attend local outings to explore the world around them. Children have planted their own fruit and vegetables, during this process children were able to have discussions about their plants and what they need to grow. This results in children understanding the world around

them, and extending their communication and language. Overall children are making good progress as staff set out exciting and challenging activities to support their learning.

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

The staff have positive relationships with parents and children as they welcome them into the pre-school. Children arrive happy they smile and wave to their parents when they leave. Staff have developed a secure relationship with the children. Therefore those children who arrive upset and not wanting their parents to leave are quickly re-assured and then happily go off to explore the environment. There is an effective key person system in place for all the children who attend. As a result children are happy and comfortable in the pre-school.

Staff act as a good role model to the children as they support children in turn taking with their peers. Children are given a sand timers so they are able to understand how long they need to wait. Staff give children plenty of praise for their own achievements to do things for themselves or listening well to the staff. Children smile when they hear positive praise being delivered. This builds children's self-confidence and their self-esteem.

Children are supported well to follow the nursery routine by caring and supportive staff, who are attentive to children's needs. Children who have additional needs are supported well by their key personas well as other staff. Children are confident in their environment and can independently choose their own equipment.

Staff allow children to be independent as they get to do things for themselves. For example, staff encourage them to find their own coats on their pegs and by attempt to put these on by themselves. Staff continue to praise children which motivates them further. As a result of this children are encouraged to be active in their own learning and develop their own skills independently.

Children are offered healthy snacks at snack time and also bring in their own lunch boxes. Staff check the contents of these to promote healthy eating. Children understand the need of washing their hands through daily routines. The staff offer children water and milk during their snack times and there is water available for the children throughout the day. These times are sociable times for staff and children as they talk about foods they are eating and what foods are healthy. Therefore children are developing their personal independence and learning about healthy lifestyles.

Children who have special educational needs/ and or disabilities are supported by caring and nurturing staff who know the children well. They work closely with other professionals to support children further. This supports children in being able to engage in activities to support their personal, social and emotional development.

The pre-school is clean and safe for children to be able to play and explore in. Children have well-resourced toys which are well maintained. The equipment is checked regularly

to ensure all toys are safe for the children to use.

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

The managers, who are also the registered providers, are fully aware of the safeguarding procedures in the pre-school and they share all information with the team. There are effective policies and procedures in place. These are shared with the staff team and reviewed yearly, or when there is a need to change them. All staff have been on relevant safeguarding training. They demonstrate a sound understanding of what they need to do if they have any concerns about a child. Staff ensure that all the areas where children play are assessed thoroughly for any risks. This means they can effectively eliminate hazards in areas where the children are playing. As a result they children are playing and learning in a safe environment. Staff are deployed well in the pre-school and therefore children are supervised at all times.

There is a thorough induction process for staff. They complete an induction before they start to work with the children so they know their roles and responsibilities and how the pre-school operates. All staff attend relevant training and courses to continue their professional development. The managers' work together to deliver the educational programmes to ensure activities are set out both inside and outside of the pre-school. The planning focuses on children's interest and next steps to support children's learning. All the planning is shared with the parents and incorporates information provided by parents. This supports children's learning further as the pre-school and parents work in close partnership together and promotes continuity of care. Children who have special educational needs and/or disabilities are progressing well with their development. They are supported well by their key person and other staff whilst at the pre-school.

Parents praise the staff in how well they support the children at the pre-school and how much information they gather before children start. The parents say they are happy with the care all the staff give to the children and how well they share information about their children. The staff have begun to work with outside agencies and this also involves the parents. As a result the staff demonstrate good knowledge when working with other professionals. .

The management team effectively reflect on their provision and the processes for self-evaluation are strong. As part of the process contributions are encouraged from staff and parents so all areas to develop can be clearly identified and addressed.

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

Unique reference number	EY466404
Local authority	Croydon
Inspection number	937948
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	16
Number of children on roll	18
Name of provider	Bluebells Pre School Partnership
Date of previous inspection	not applicable
Telephone number	07944125276

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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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