

Bowes Pre-School

Bowes Hutchinson CE Aided School, Barnard Castle, COUNTY DURHAM, DL12 9LG

Inspection date

03/07/2014

Previous inspection date

16/01/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Staff are extremely warm, caring and nurturing and are dedicated to providing the best care for children. Consequently, children are very settled, happy and grow in confidence.
- The quality of teaching is exemplary. Staff use their expertise to provide children with an educational programme that is extremely challenging, exciting and worthy of disseminating to others. As a result, children make rapid progress in their learning and development.
- Procedures to protect children from harm are exceptionally robust and safeguarding is at the heart of all practice. Staff demonstrate an extensive knowledge of their responsibilities with regards to recognising safeguarding concerns and dealing appropriately with them.
- The whole staff team, including committee members, have a strong determination to continually develop the provision. Staff demonstrate great enthusiasm and passion for their role. They closely monitor their practice and take highly-effective steps to ensure positive outcomes for children.
- Partnerships with parents and other professionals are extremely strong. This results in a very successful two-way flow of information to support and extend children's learning and ensures they get the help and support they need to make the best progress possible.

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 care, teaching and learning in the childcare rooms, the outdoor area and the school dining hall.
- The inspector spoke to the chairperson of the committee, the manager, practitioners and children.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children, the provider's self-evaluation and other documentation.
- The inspector took account of the views of parents expressed through questionnaires, written feedback and conversations during the inspection.

Inspector

Lindsey Pollock

Full report

Information about the setting

Bowes Pre-School was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a voluntary committee. It operates from its own premises in the grounds of Bowes Hutchinson's Church of England (Aided) Primary School in Bowes, Barnard Castle and also has use of the school hall. The pre-school serves the local and surrounding areas and is accessible to all children. There is a fully enclosed area available for outdoor play and the setting also has use of the school facilities. The pre-school employs four members of childcare staff and an administration support worker. Childcare staff are all qualified to level 3 or higher. This includes a member of staff who has a level 6 qualification and one who has Qualified Teacher Status. The pre-school opens Monday to Friday, during term time only. Sessions are from 8.45am until 3.15pm. Children attend for a variety of sessions. There are currently 19 children on roll; all of whom are in the early years age range. There is a holiday club, which opens Mondays, Tuesdays and Fridays during school holidays from 9am to 4pm. The pre-school provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance children's literacy skills even further, for example, by displaying additional signs and print in the already vibrant and highly stimulating outdoor area.

Inspection judgements

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

Staff have the highest aspirations for each child in their care and are committed to helping them reach their full potential in their learning and development. They use their expert knowledge about the areas of learning to provide educational experiences which are exceedingly rich, varied and highly imaginative. These are planned with children's interests and developmental stages very much in mind, resulting in activities that challenge and excite them. The quality of teaching is excellent and clearly supports children's progress, regardless of age or abilities. Assessment at all ages is specific, sharply focused and includes all those involved in the child's learning. This includes the progress check for children between the ages of two and three years. Close monitoring of each child's progress is used exceedingly well to secure timely interventions, which are also based on a comprehensive knowledge of each child and their family. There are excellent procedures in place to support those children with English as an additional language. Successful partnerships have been established with other professionals, to ensure children get the help and support they need to flourish. For example, by working together with a translator, the pre-school is able to welcome all families into the setting and ensure they

have all the information and knowledge they need to meet children's care and learning needs.

Children who attend this pre-school are extremely well prepared to make the transition into school with the confidence and abilities they need to have a successful start in the next stage of their learning. Excellent attention is paid when planning to ensure children's development in the prime areas. This ignites children's curiosity and enthusiasm for learning and helps them to form relationships and to thrive. The learning environment is vibrant and stimulating and an exciting place for children to be in. Lots of print, letters and numbers are displayed indoors to help children recognise words and numerals. However, there is some scope to build on this provision outdoors to extend children's learning even further. Staff are very knowledgeable about how different children learn and are skilful at adapting activities to engage all children. For example, they know that some of the children are not interested in practising their early writing skills indoors, so they give them paint brushes and water to 'write' on fences and paving outdoors. They let the children take the register at the start of the session. As well as another exciting opportunity to make marks for a purpose, this provides a chance for children to listen to, and recognise the letter sounds in each other's names, which they do enthusiastically and impressively. Staff are particularly good at promoting children's independence and do so throughout all activities. Children are always encouraged to try to do things for themselves first, such as cutting up their fruit at snack time, putting on shoes and dressing-up clothes. This results in confident, able children who have a 'can do' attitude. Staff fully involve children in all aspects of the session, for example, there is a rota to be the helper at snack time and one to help with the washing up afterwards. Again, staff are skilful at making this enjoyable while ensuring everyone does their bit, promoting respect and equality within the setting. They bring the washing-up bowl outdoors to the delight of those children who are reluctant to go indoors when it is their turn. The pre-school is very much a part of the community. The staff involve the children in local carnivals and shows and take them on walks and visits to the church. This gives children a strong sense of belonging and raises their awareness of the world in which they live.

Staff are continually looking for new and innovative ways to work together with parents and share as much information as possible. Parents say that they receive lots of clear information about their children's progress and development and feel very involved in their child's learning while at the pre-school. They speak very highly of the progress their children make, particularly in their communication and language and their social skills. As well as ongoing daily exchanges of information, parents are invited to meet with their child's key person to discuss their child's progress and ideas of how they can extend their learning at home. These highly successful partnerships mean that staff and parents are continually learning from each other to support and extend children's learning and development.

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

The children enjoy relationships with the pre-school staff that are warm and supportive. Staff are very nurturing and give children their full attention. This promotes children's emotional well-being and results in them feeling self-assured and supported. There is a

well-established key-person system in place. However, excellent relationships are evident between all staff and children and children are confident with whichever member of staff they are interacting with. All staff clearly love their role and are rightly very proud of the children in their care and the progress they are making. They very much value and appreciate children's individuality and respect this when planning activities and care. For example, they know that some children much prefer to be outdoors so make sure they provide for this. Children who speak English as an additional language are given exceptional levels of support and recognition. Staff seek the help of a translator to help them liaise with parents and to help them learn more about children's home language. They use the children's home language throughout the session, further demonstrating their commitment to valuing children's individuality and showing respect for them and their families. Great care is taken to settle children into the pre-school and to make the transition from home. This is a gradual process so everyone gets to know each other. The process can involve home visits so staff can gather as much information about children's needs as possible. Consequently, children enter the pre-school confidently and quickly, and feel acknowledged and affirmed. Parents describe the pre-school as a 'family-like environment' and say their children are 'always happy and excited to attend'.

Staff are very kind and caring and are excellent role models for children. They help children to learn how to form friendships and be caring towards each other by planning activities that teach children to cooperate, take turns and be part of a group. For example, circle times provide opportunities for the children to join together and listen to each other's conversations. Staff support children to develop an understanding of what is right and wrong and why this is so. They do this by demonstrating clear and consistent boundaries. They also use resources, such as a kindness tree, which helps to recognise and reinforce children's positive behaviour. Consequently, children learn about acceptable behaviour, behave very well and have lots of fun together in this happy, friendly pre-school. Staff effectively support children's growing understanding of how to keep themselves safe. As a result, children show increasingly high levels of self-control during activities and confidence in social situations. They develop an excellent understanding about how to manage risks and challenges, relative to their age and abilities. This is demonstrated as they use tools, such as trowels safely as they garden, and learn to negotiate different surfaces and steps in the outdoor area. Staff reinforce children's learning of road safety by taking them out to practise this as they go for walks in the community.

Children's health is extremely well promoted. Much thought has been given to the planning of the outdoor area, resulting in an extremely appealing and interesting environment, with excellent child-accessible resources that promote learning and challenge. Staff recognise that the being outdoors has a positive impact on children's sense of well-being and offers opportunities for doing things in different ways and on different scales than when indoors. They also recognise that the vast majority of the children prefer to be outdoors so they enable them to do this as they wish throughout the session. Children benefit greatly from fresh air and exercise and embrace the outdoor environment exceedingly well. They explore, use their senses and are physically active and exuberant. They carefully get water from the tap in the outdoor kitchen to water their plants and play with a wide variety of differing materials, such as sand, wood, water and mud. In addition to natural materials, children enjoy access to a wide range and variety of

wheeled toys, larger apparatus and outdoor resources. These provide excellent opportunities for them to extend and develop their coordination, balance and all-round physical development. Healthy snacks and meals are provided to ensure children are well nourished, and staff raise children's awareness of healthy eating through involving them in food preparation and cooking activities. Meal times in the school hall provide additional ideal learning opportunities for the children. As well as becoming familiar with the routine and environment ready for when they start school, they learn to handle crockery and cutlery properly and safely. Children serve themselves snacks and pour their own drinks, demonstrating excellent hand-eye coordination. They are exceptionally competent in this and in clearing away their cups and plates.

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

The leadership and management team, including the committee chairperson and other members, have an excellent understanding of their responsibility to ensure that the provision meets the safeguarding, welfare, learning and development requirements of the Early Years Foundation Stage. They work extremely well together and share a commitment and resolve to ensure all children are safe, well cared for, and reach their full potential in their learning and development while in their care. Safeguarding routines and practices are excellent. All staff within the setting, and the chairperson of the committee, have undertaken safeguarding and child protection training. As a consequence, they have a very clear understanding about what to do, how to respond and who to contact if they have concerns. In addition, they also understand what to do if they have a concern relating to other members of staff, or the management team. This excellent attention to ensuring everyone is fully up to date with local safeguarding and child protection procedures, means that the children are extremely well protected from potential harm. Rigorous and robust procedures are in place in relation to staff recruitment. This makes sure that children are protected from coming into contact with unsuitable adults and are cared for by knowledgeable, qualified and enthusiastic staff. Every member of staff takes responsibility for implementing and following through the pre-school's written policies on safeguarding children. For example, they ask all visitors to refrain from using their mobile telephones for the duration of their visit and ask them to place these in a box in the office. The identity of visitors is checked rigorously before any visitor is allowed entry to the pre-school. The door is kept securely locked in between children arriving and leaving and staff closely supervise the door, ensuring that no child leaves the premises without an authorised adult. Comprehensive risk assessments ensure any potential dangers to children are minimised, both on the premises and when on outings. Staff are first-aid trained. Accidents are monitored to ensure these are not a result of ineffective risk assessments. This further safeguards children.

The manager and all staff very closely monitor their implementation of the learning and development requirements, which results in children making excellent progress. Staff performance is regularly observed by the manager to ensure the highly effective practice is consistent and that the planning of activities sufficiently challenges all children. The staff team work extremely well together. They respect each other and welcome any views on their practice and ideas for their development. The chairperson of the committee

contributes to this monitoring process by ensuring she is very informed of the setting's policies and procedures and by taking an active role in the running of the setting. Regular and effective supervision and appraisal sessions for all staff ensure that any professional development can be discussed and put in place. Through detailed evaluation of their practice, management and staff clearly identify and take action to address areas for further development that will have the highest impact on the care and education for all children. Staff are passionate, open minded and demonstrate a strong willingness to continue to develop and learn. They welcome and value the support they receive from the local authority adviser and other professionals and view the inspection process as a positive experience. Consequently, the pre-school demonstrates ability and willingness to maintain and further develop the already high levels of service, helping children to flourish and be successful in their learning.

Parents speak extremely highly of all members of staff and the care and learning opportunities they provide for their children. For example, they say that the pre-school is excellent with great friendly staff, and that they would highly recommend it to any parent. They very much value the support and advice they get from staff on various childcare issues, such as behaviour management and toilet training. All staff are sensitive and highly respectful to parents, supporting open communication and trust. They see parents very much as their partners, which has a highly positive impact on children's development and learning. The setting also works in very close partnership with a range of other professionals who are involved in the children's lives. They have excellent partnerships with local primary schools, to ensure that children's transitions to the next stages in their learning are smooth and trouble free.

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

Unique reference number	314067
Local authority	Durham
Inspection number	868181
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	19
Name of provider	Bowes Pre-School Committee
Date of previous inspection	16/01/2009
Telephone number	01833 628052

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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