

# Buckles and Bows Pre-School Nursery

Holy Family RC Primary School, Ongar Hill, Addlestone, Surrey, KT15 1BP

<b>Inspection date</b>	29/04/2014
Previous inspection date	14/09/2011

<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		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		3

## The quality and standards of the early years provision

### This provision requires improvement

- The quality of teaching is good. Staff are enthusiastic and create a stimulating and fun learning environment where children are active learners.
- Staff support children's individual needs appropriately, helping all children to participate and achieve to their full potential.
- Staff use well-resourced outdoor area to extend and vary children's learning experiences.
- Staff plan and provide a varied and interesting range of activities. They include children in some aspects of planning. This allows children to have a say in what they want to play with.

### It is not yet good because

- The use of self-evaluation is not robust in monitoring that all legal requirements are met. Consequently, there are some breaches of the legal requirements of the Early Years Foundation Stage.
- The noise levels in the indoor environment are high at times, which means that children are not always able to hear instructions and quieter children are sometimes not heard.

## **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 spent the inspection time observing staff and children in the nursery.
- Safeguarding was discussed with the manager and staff, and the nursery policy was sampled.
- The inspector sampled documentation and records including children's information and development records.
- The inspector conducted a leadership and management discussion and completed a joint observation with the manager during the inspection.
- Parents and carers views were gathered through discussion with several parents and carers.

## **Inspector**

Jane Nelson

## **Full report**

### **Information about the setting**

Buckles and Bows Pre-School Nursery registered in 1992. It is located on the site of the Holy Family Catholic Primary School in Addlestone, Surrey, and is a registered charity run by a parents management committee. The single story building is equipped with a kitchen, toilets and an outdoor play facility that is fully enclosed. The nursery operates during term time only, from 9am to 12 noon and 12.40pm to 3.10pm, from Monday to Friday, except on Fridays when there is no afternoon session.

The nursery is registered on the Early Years Register. There are currently 38 children in the Early Years age range on roll. The nursery supports children who have special educational needs and/or disabilities and children who are learning English as an additional language. The nursery receives funding to provide free early education for children aged three and four years. There is a team of eight members of staff employed, including the manager, four of whom have recognised childcare qualifications to Level 3.

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

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

- ensure all the records and documentation required for the safe and efficient management of the nursery are accessible and available for inspection with particular regard to; evidence of staff Disclosure and Barring Service checks, evidence of the staff supervision and appraisal system, full details of all staff working on the premises and confirmation of current public liability insurance
- ensure that information relating to all accidents and incidents is recorded accurately, clearly, and comprehensively and information shared as soon as possible with parents.

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

- improve the use of self-evaluation, involving staff, parents and children in this process, monitoring and identifying clear priorities for improvement and how these will be achieved
- enhance children's understanding of indoor and outdoor voices to allow children to hear what is being said and respond appropriately.

## Inspection judgements

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

The nursery environment is stimulating, welcoming and well organised. Staff plan and provide a good range of interesting activities that reflect individual children's interests. The good quality of teaching staff provide and their enthusiastic and caring interaction with children supports them to make good progress in their learning and development, given their starting points. Staff encourage children to socialise, build friendships, work together, and experiment with the full range of creative, imaginative and physical activities. This helps all children to build confidence, independence, develop social skills and prepares them well for the next stage in their learning such as the move to the school.

Overall, activities are well planned, interesting and engage children which results in them becoming active and enthusiastic learners. For example, they all join in excitedly with the familiar 'who is sitting next to me' greeting song during circle time. However, on occasion the over exuberance results in high noise levels which has an impact on how quieter voices are heard. Children are articulate, confident and imaginative communicators. They continually talk about what they are doing. For example, describing the picture they are painting to a friend 'I'm doing this to take home and I'm painting pink'. Staff support, encourage and enable children consistently well by asking questions, responding to their comments and complementing children on their achievements. Children use their coordination and physical skills as they paint using a large brush and broad brush strokes. They cover the paper with paint and show pride and confidence in their achievement. Children show each other their paintings and ask 'do you want to make one like mine?' Children move freely between the indoor and outdoor environments and make full use of the extensive and well-resourced outdoor area. They enjoy being outside, expending energy and using their physical skills. Children learn about the world around them as they observe and experience the environment. For example they describe their observation of changing weather conditions. Children comment 'I think I felt a drop of rain' or 'I heard thunder' and 'thunder means it's going to be a thunder storm'.

Staff creatively involve children in some aspects of planning and resourcing activities. For example, copying letters and helping make labels for the doctor's surgery. They learn new words such as 'receptionist', and 'stethoscope'. The wide range of writing materials, note books, clip boards, name labels and the use of a typewriter all encourage children's early writing skills, recognition of print in the environment and letter recognition. Older children show developing confidence in writing recognisable letters, sounding out the letters as they write.

The sensitive, calm and consistent support, encouragement and enthusiasm staff share with children enables and supports all children in achieving and participating to their full potential. For example, children with partial mobility are helped by specialist equipment which the local authority and parents provide. In addition, one to one support and sensitive planning of activities helps all children to enjoy the fun activities on offer. For example, an activity linking to the current theme of the doctor's surgery, involves children using bandages on each other. This is specifically targeted to encourage children's social

skills, their use of small physical skills and help them to work with each other. Strategies such as picture communication are used effectively to encourage communication. These provide good links between home and nursery and are a good resource to support children learning English as an additional language. Children use their own individual picture book to communicate with staff, gradually developing their use of verbal communication alongside the picture.

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

The supportive, affectionate and encouraging bonds staff share with children result in a happy and fun atmosphere. Children behave well as they are busy, interested and excited in their play and learning. They are encouraged to be polite, considerate of each other and take turns. For example children use 'please' and 'thank you', remind each other of routines and notice when a friend needs some help, by telling a member of staff 'they need some attention'. When minor disputes do occur children are helped by staff to resolve these and encouraged to continue their play together. This builds children's confidence, encourages independence and awareness of others and helps children form good relationships with each other and staff. These experiences also help prepare children emotionally for times of change such as the approaching move to school.

Children show a developing awareness of their own and each other's safety. For example, they know they need to wear boots or outdoor shoes when playing outside. They help with 'tidying up', recognising where certain toys and play equipment is stored and replacing it. Children show a clear understanding of their own hygiene and personal care needs. They use the toilet and bathroom independently and remind each other of the routine before eating snack, telling each other 'you need to wash your hands'. Meaningful and well planned topics such as the 'doctor's surgery' help children understand about their own health and safety. For example taking their doll to 'the doctor' and saying 'my baby has hurt her hand'. Staff involve themselves in children's play, joining in the visit to the doctor and using this as a focus for discussion about visiting the doctor when we feel sick or have hurt ourselves. Daily access to the outdoor area and good opportunities for physical play encourages children's physical development and their enjoyment of fresh air and exercise and awareness of their own well-being.

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

This inspection took place following information Ofsted received that suggested the provider may not be meeting legal requirements relating to; staff ratios, and arrangements for dealing with accidents or injuries. This inspection found that staffing ratios were met at the time of the inspection and on specific dates sampled. There are clear arrangements implemented effectively by the manager to monitor that staff ratios are met at all times. The method for recording accidents and sharing this information with parents is currently implemented effectively. However, historically there has been a weakness in the recording of accidents, resulting in an accident being recorded as an

incident which did not require parents to sign the report. As a consequence parents were not informed of an accident when they collected their child. There are errors in how this information was recorded and a lack of clarity in the record and if Ofsted should have been informed of the accident. It is a legal requirement that Ofsted is informed when a serious accident occurs or may have occurred at the nursery which the manager failed to do.

Staff understand their responsibilities regarding safeguarding and child protection issues. They identify issues that would raise concerns and understand the procedures to follow if concerns regarding children's welfare arise or if they need to use the whistle blowing procedure. Some of the required records and documentation are maintained. However the records of all staff's details, information that confirms staff are suitable to work with children and evidence that supervision meetings and appraisals are held with staff are not available on the premises. There is also no confirmation of current public liability insurance available on the premises. So it is not possible to assess if these are all in place. This means that the manager is not meeting all the legal requirements of the Early Years Foundation Stage. Risk assessments are used appropriately to monitor and address safety issues, making sure the premises are safe and secure. Staff use ongoing visual risk assessments and supervise children closely, reminding them to take care as they play.

Suitable arrangements to recruit and vet staff are in place. However it is not possible to assess how these are implemented as there is no documentation to substantiate this. Staff have access to regular training to develop and extend their skills. Their interaction with children and how well they identify and support individual children's needs, reflects some staff's experience, how they have benefited from training and the staff's ongoing commitment to the children's welfare and progress. Staff work well together communicating clearly and making sure they are deployed effectively to meet children's needs.

The manager states there have been some recent staffing issues and sudden changes that have resulted in some aspects of records not being up to date. The manager uses self-evaluation adequately, identifying where some improvement is needed. For example, she identifies that during this recent period of sudden change the priority has to be on the welfare, happiness, and ensuring continuity for the children. She acknowledges this has resulted in some children's development files not being kept up to date with written information. Staff demonstrate verbally and through their consistently enabling interaction with children they have secure knowledge of all children's individual development and how to help all children progress to the best of their abilities. There are plans to involve parents in self-evaluation, through the use of questionnaires, however these are still in the process of being drafted. Other issues such as, understanding the records that need to be available and being clear about these being accessible, are not identified. This means that the manager is in breach of the legal requirements and actions have been raised to address the weaknesses.

Staff observe, and assess children's development and progress. They identify children's next developmental steps and information is shared regularly with parents. There is some inconsistency in how records are maintained, however the impact on children's experience at the nursery is minimal due to staff's secure knowledge and skill in planning for

individual needs. The manager states this is the result of a recent change in staffing. Staff use their observations and assessment to contribute to the required progress check for children aged between two and three years. This identifies if children need support in certain areas of their development to help them progress. Parents comment how this has helped their children and praise how supportive staff are in this process.

The nursery works very well with other professionals and settings involved in children's care. This is particularly strong in supporting children's individual needs by providing targeted one to one support and sharing good communication with other professionals involved in children's care. The nursery builds links with the neighbouring school and other local schools to help prepare children for school and support them at times of change. Parents are involved in the day to day operation of the nursery through opportunities to be involved in the management committee. They are kept involved in children's learning through daily discussion with staff, and information displayed on a board at the entrance about 'what we have been learning'. The majority of parents and carers praise the nursery and comment on the professional supportive staff, how happy their children are, and the progress they can see children making. In particular parents whose children need additional support praise staff highly, commenting on their support, how well information is shared and that other professionals involved in children's care have commented on their progress.

## 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>	119956
<b>Local authority</b>	Surrey
<b>Inspection number</b>	966342
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Buckles and Bows Pre-School Nursery Committee
<b>Date of previous inspection</b>	14/09/2011
<b>Telephone number</b>	01932 827556

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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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