

Beaufort Childcare Groups

Beaufort Road, Bournemouth, Dorset, BH6 5LB

Inspection date	06/11/2014
Previous inspection date	20/11/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Effective leadership and management have brought about many improvements in the professional development of staff and the environment and, therefore, the outcomes for children.
- Staff are sensitive and help children form secure emotional attachments, providing a strong base for children's learning, well-being and the next stage in their learning.
- Staff provide tailored support for each child. As a result, all children make good progress given their starting points, including children learning English as an additional language.
- Staff work closely with parents and other professionals involved in children's care to help them meet all children's individual needs well.

It is not yet outstanding because

- On occasions, the organisation of group sessions does not help all children gain the most from the activity.
- Staff provide fewer opportunities for children to see words in their play.

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 activities in the indoor and outdoor play areas.
- The inspector had discussions with members of the management committee, parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documents, including children's records, risk assessments, self-evaluation records, policies and procedures, and feedback from parents.

Inspector

Jacqueline Munden

Full report

Information about the setting

Beaufort Childcare Groups opened the out of school care in 1993 and the pre-school opened and registered with Ofsted in 2001. The group is run by the committee of Beaufort Community Centre in Southbourne, on the outskirts of Bournemouth, in Dorset. It operates from rooms in the community centre in Southbourne. Children access an enclosed outdoor play area during term time and a portion of the adjoining school playground 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 263 children on roll, of whom 62 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 three years to eight years. They open Monday to Friday from 8am until 9am, and from 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 nine staff work on a rota basis with the children and of these, eight staff hold a recognised early years qualification to at least level 3.

What the setting needs to do to improve further

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

- raise teaching to a consistently very high quality by reviewing the size of the language group sessions so children participating concentrate as well as possible
- increase opportunities for children to see letters and words in their play to enhance their early literacy skills.

Inspection judgements

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

Children develop good skills for the future and make continuous progress in their learning and development in relation to their starting points on entry. This is due to the good support they receive from staff who make accurate assessments of children's learning and development. Staff devise targeted plans of how to help each child make good progress. Parents are fully involved in the process along with any other professional involved in a child's care and learning. Staff provide information about how to promote their children's learning and development at home. For example, they share strategies about how to support children's behaviour. This promotes a consistent approach so children know what

is expected of them.

Staff plan a good balance of adult-led activities which allow children to explore and experiment independently as well. For example, they prepare a large tray with the ingredients needed to make modelling dough. Children show great confidence as they set about mixing, pouring and kneading the flour and oil to make the dough with little adult direction. Staff are able to stand back and allow children's limitless exploration, so they conclude activities for themselves and gain a sense of achievement. They ask children questions to challenge their thinking such as, 'How much more do you need to put in?' Children enjoy looking at books and see some words in the environment. Staff provide fewer opportunities though for children to learn that words have meaning while they play. For example, staff do not provide a recipe card with pictures and words to show and tell children how to make the dough.

The strong focus on increasing children's language skills is evident throughout the pre-school. As a result, children are interested and motivated to play and learn, and are confident speakers. All children, including those learning English as an additional language, are valued and included. Staff learn and use key words in children's home languages which helps the children to feel valued and included. Staff help children to quickly develop their use of English. Each carries a set of picture cards, which they use as visual prompts to help children understand new words and instructions. Staff use lots discussion and plan language-group sessions to promote children's language skills. A small group of children plays a guessing game, which helps them to increase their level of understanding of words and increases their vocabulary.

Staff teach a larger group of children about different letter sounds, how some sound the same and some rhyme. The children enjoy listening to and reciting rhymes. Many show they are increasing their knowledge about letters and their sounds as they make suggestions about names that start with the same letter. These groups vary in size and, on occasions, some are too large to allow staff to teach highly effectively. This is because children are distracted by others and are not consistently engaged in the activity.

Staff interact effectively with children to encourage them to think about the world around them. Outdoors, children enjoy searching in soil for worms. Staff ask where the worms live and compare this to where the children live. Children are interested and happily explain that, 'Worms live under the ground and we live on top of the ground'. Staff encourage children to describe the size of the worms and to count them, which promotes children's mathematic skills.

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

Staff recognise the importance of the role of the key person, who takes special responsibility for certain children. Staff have a good knowledge of the children's backgrounds, the professionals involved in their lives, and their specific needs. Staff make good use of this knowledge and, as a result, children display great confidence and are emotionally secure. Staff support children to become independent effectively, for example,

as they help them to put their coats and manage their personal needs. Staff promote children's independence well, for instance at snack time, which helps children to be ready for school. Children selecting a satsuma are encouraged to peel it themselves and to wash their plates and cups when they have finished.

Staff teach children about healthy lifestyles well as they talk about foods that are good for them. They encourage parents to provide healthy foods and drinks in their children's lunch boxes to promote this further. Good attention to hygiene practices is evident at all times and children's care needs are met well. Children benefit from regular fresh air and exercise. They build strong muscles and confidence in their movements as they tackle the obstacle course. Staff challenge children to help them increase their skills and to help them be imaginative about how to use the equipment. For example, staff suggest doing star jumps as they move along a log this time instead of balancing on it. Staff explain to children the importance of safety as they play, reminding them that they need to wait for someone to step off a log before they can step on to it. They use hand gestures and their picture cards to help reinforce what they are telling children with communication difficulties to understand. These consistent and effective methods have a very positive effect on how children learn to keep themselves safe and to respect others.

Staff are good role models. They help children understand their feelings, and learn how to control their emotions. Children are reminded to use, 'Kind hands', and to share. Staff work with parents to promote children's emotional well-being. This approach has a very positive effect on how children behave and results in positive learning outcomes. It helps them to form friendships and prepares them well for the move to school and for their future learning.

Staff provide a rich and varied environment. They make sure children can choose from well-chosen play resources that support all areas of children's learning and development. Staff make sure that all areas of learning are promoted both indoors and outside.

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

The management committee and manager have worked closely since the last inspection and have brought about many improvements that benefit children. They have a secure knowledge and understanding of their responsibilities. The manager and her enthusiastic staff team have a good understanding of how to keep children safe. Staff are deployed effectively to meet the needs of children. They are alert and supervise children closely to keep them safe. Robust vetting and recruitment procedures ensure all adults involved in the pre-school are suitable to work with children. Staff are clear of the child protection procedures to follow should they have a concern about a child in their care.

All staff undergo a thorough induction that informs them of their roles and responsibilities in helping to protect children. They are all well trained in child protection and first aid. Rigorous risk assessments and effective security measures help to keep children safe and secure. Staff respond promptly to incidents as they arise to help keep children safe and

healthy. For example, they follow effective procedures for dealing with ill health and contact the appropriate agencies as needed. Staff maintain all required information and records.

The manager and her staff have become a strong team. They have a good understanding of the learning and development requirements. The improved staff appraisal and supervision systems help to develop their professional development and expertise. As a result, staff are very motivated and are confident to support children effectively. All those involved in the pre-school contribute to the self-evaluation process. Parents complete questionnaires and attend meetings, and the manager welcomes the support of the local authority. She fosters a routine of reflective practice with her staff team that drives improvement well.

The action plan shows the manager effectively prioritises areas for development and motivates staff well. Staff are encouraged to offer their thoughts and ideas, which feed into the focused plans. The actions and recommendation made at the last inspection have been met and the ongoing improvements are having a very positive impact on outcomes for children. For example, the key person approach is now strong and this has improved partnership with parents as well as children's learning. Parents report they are very happy with the care their children receive and that their children are confident and eager to come to the pre-school. In particular, parents of children who are learning English as an additional language report their children are making significant progress and sing rhymes in English at home. Staff forge good links with other professionals and agencies and work closely with them to support all children, which has a positive effect on children's well-being and learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	100433
Local authority	Bournemouth
Inspection number	962721
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	58
Number of children on roll	263
Name of provider	Beaufort Childcare Groups Committee
Date of previous inspection	20/11/2013
Telephone number	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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