



## **Bishops Lydeard Pre-School**

Inspection report for early years provision

<b>Unique Reference Number</b>	143080
<b>Inspection date</b>	26 June 2006
<b>Inspector</b>	Sara Bailey
<b>Setting Address</b>	Village Hall, Bishops Lydeard, Taunton, Somerset, TA4 3LH
<b>Telephone number</b>	07754502478
<b>E-mail</b>	
<b>Registered person</b>	Bishops Lydeard Pre School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Bishops Lydeard Pre-school was established in 1969 and operates from the village hall in the centre of the village which is near Taunton, Somerset. There is a main hall, smaller adjoining room, toilet facilities and a kitchen for staff use only. The group use the fully enclosed, outside sports court on the same site as the village hall for outside play. There is also a grassed garden area for outside play. The group is open each morning from 09.15 to 12.00 and afternoon sessions are provided for rising fives in

the spring and summer terms. The group are registered to care for up to 26 children aged from two to five years, they take children from the age of two and a half years. There are currently 52 children on roll, 40 of these are funded three and four year olds. The setting supports children with special educational needs. There are currently no children attending who speak English as an additional language. The supervisor and deputy are supported by six members of staff and a committee. There are three staff who hold a level 3 qualification, three hold a level 2, one member of staff is working towards a level 2 and one member of staff is un-qualified. The group are supported by the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children benefit from most aspects of their health care being positively promoted. Sufficient staff hold valid first aid certificates and there is an appropriately stocked first aid kit to deal with minor accidents. A new system for recording of accidents ensures confidentiality and medication records are countersigned by parents. However, procedures in the event of an emergency are explained within the registration form, rather than obtaining written, parental consent for seeking emergency medical treatment or advice, which compromises children's care.

Children are learning the importance of positive hygiene through established hand washing routines. They independently access warm water, liquid soap and individual paper towels in the adjoining bathroom facilities. Toileting is monitored and children are reminded to wash their hands if they forget. Children have easy access to tissues to encourage independence, although sometimes staff do this for children who are capable and then do not wash their own hands. This puts children at risk of cross infection. Staff are positive role models by cleaning tables prior to snack using anti-bacterial spray.

Children benefit from some fruit being provided alongside biscuits as their mid-morning snack. They have the choice of milk or water at snack time, as well as drinking water being readily available throughout the morning in the form of a small water dispenser and disposable cups.

Children develop their physical skills through inside and outside activities. They enjoy action, circle games at the end of the session where they stamp their feet and wave their arms in response to directions in the songs. They have a fully enclosed outside sports court where they run around, throw balls, play skittles and balance rings on their heads or use eggs and spoons to develop their co-ordination.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are generally safe within the setting, as staff are well deployed and

observant of when children leave the main hall to access the toilet facilities. However, there are times when the door security poses a risk to children, as the premises are shared and the door is left unlocked. The outside play area is a fully enclosed sports court. Children are regularly counted to ensure they are all present, as they walk from the village hall across the car park to access it safely. However, there is no risk assessment of this area or of outings carried out, for example, a walk to the local village shop. Children will benefit from a new outside area once a risk assessment has been carried out and the area fully enclosed.

Children have easy access to a wide selection of quality toys, which are well presented at child sized tables and on the floor, within the spacious room. Stacked chairs are checked each morning as part of a basic premises check, to ensure they are no taller than six high to ensure the children's safety. However, staff handbags are stored on these, which compromises children's safety as the contents are potential hazards. The storage of anti-bacterial spray within low units accessed by children further compromises their safety.

Children's welfare is insufficiently safeguarded in the absence of the supervisor, as staff are not knowledgeable about child protection procedures. There is a child protection policy, which includes procedures to follow if allegations are made against staff.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children of all ages are happy and enjoy coming to the setting. Children aged two-and-a-half to three years greatly benefit from the morning sessions, which are varied and offer age appropriate, pressure-free play opportunities. For example, they explore play-dough, sponge paint, have stories and play outside. However, there are no different activities for the older, more able child to provide challenge in their learning. For example, each day all ages from two-and-a-half years, sit after snack to complete a page of a work book about the current theme. Children do not split into age groups or key-worker groups to have their individual needs met more effectively, except to have their snack and colour in their worksheets. There are times when able children have their noses wiped for them and drinks poured rather than promoting independence. Most staff interact well with the children and engage in their play.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Most staff have some knowledge about the Foundation Stage curriculum and are involved in planning of topics. However, the one focus activity each day is not always sufficiently planned in advance, which prevents staff preparing for it adequately to meet the needs of the older, more able children. The extension of an activity and any additional resources has not been thought through. This results in basic tools being provided such as thick paint brushes, small plastic play dough equipment, large sponge printing shapes which do not cater for the child who has already mastered these skills and ready for more challenge. Staff are not developing their knowledge of this as they are not taking responsibility for writing up the evaluation of the activity afterwards, this is

done by the supervisor. Staff make observations of their key children and are beginning to write up their progress along the stepping stones, with support from the supervisor.

Children enjoy free access all morning to a wide selection of toys chosen by staff on a rota. However, there are times when these are duplicated on two consecutive days giving limited choice and experiences to children who attend on both days. Children enjoy role playing with a toy shop, they weigh food, use toy money and a till to learn about numbers. They are independent learners who arrange their own games without staff intervention. Staff support craft activities where they talk about shapes, colours and encourage children to explain what they have created, but there are limited opportunities for freedom of expression. Shapes are pre-cut and only a small selection of resources provided. Some children enjoy colouring in worksheets after snack, but others are not engaged; they scribble quickly over the picture to be able to continue their free play. The wording which supports the pictures are rarely explored by staff, although some children are confidently writing their own names on their work and showing an interest in letters. Children are learning about days of the week, weather and numbers from their group discussion every morning in completing the calendar. As a group, all ages are beginning to count up to the number of the day's date, using their fingers. However, children are not routinely counting in their everyday activities. For example, staff arrange tables and chairs for children, with cups and plates at each space, there are limited opportunities for able children to be involved in basic number problems and calculating, 'have we got enough?' 'how many more do we need?'. Children do have some posters to promote their learning around the room. However, there are opportunities that arise in the group which are not fully explored. For example, a small bat is found in the store cupboard and it is safely stored and reported to the RSPCA without being shown to the children. They do explore topics such as the jungle and other habitats to develop their knowledge and understanding of the world, as well as more local exploration through walks around the village. Children are beginning to learn about time, as they know that parents arrive when both hands of the clock are pointing straight up. Children clearly know the routine and respond immediately to the request to pack away or sit in the book corner for registration or story time. They sit well for stories and listen intently. Books are self selected later in the session by some children and staff support appropriately to extend their interest.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children learn about diversity through some access to toys and posters, which reflect positive images of different cultures and the exploration of some topics, such as Chinese New Year. Children with special educational needs are appropriately supported and the staff are beginning to introduce children to some signing to aid their communication. Children's spiritual, moral, social and cultural development is fostered.

Children are well behaved and play harmoniously alongside each other most of the time. Inappropriate behaviour is consistently managed by staff. Children respond

immediately to staff requests and more often than not know the routine so well, that they pre-empt what the supervisor is going to say, when she gets their attention and they sit on the mat before she asks. Some staff praise and encourage children spontaneously as they play.

The partnership with parents and carers is satisfactory. Children benefit from a parent rota, which enables staff to develop their partnership with parents and allows parents to develop their knowledge of the pre-school and its practices. There are some positive information sharing between staff and parents in the form of a 'what we did at pre-school today' poster compiled by the children, a prospectus containing some information about the Foundation Stage curriculum and policies. However, the complaints procedure is not up to date and there is no complaints log in place. There is a key-worker system and parents are encouraged to discuss their individual children's progress and access their stepping stones records.

## **Organisation**

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. Children benefit from most aspects of their daily routine being well organised. For example, there is a clear structure to the session with times for free-play, story, snack and outside play. However, there are times when the grouping of children does not sufficiently challenge the more able child, for example at snack time, with the pouring of their own drinks. Younger children are given the same worksheets as the older children, as once again they are all, inappropriately grouped together.

In the absence of the supervisor, there are additional organisational weaknesses as staff are not so prepared with paperwork or knowledgeable about procedures to follow in relation to child protection or complaints. Planning is not displayed and activities are duplicated, which impacts on the children's learning. Most documentation is in place, although the complaints procedure does not reflect the correct requirements, the parental consent for emergency medical treatment is not adequate and the daily register for staff and children does not include actual attendance times, which compromises their care.

Leadership and management is satisfactory. A committee supports the supervisor in the running of the group. There is less direction to staff in the absence of the supervisor, which impacts on the staff deployment. For example, some staff are not engaged adequately with the children. Some aspects of monitoring and evaluating the provision for nursery education have not been effective at identifying weaknesses. The staff are not sufficiently planning or extending activities. They are not developing their knowledge of the Foundation Stage curriculum, as they are not taking responsibility for their own evaluations, which will help them plan for the next stage. There are regular staff meetings and annual staff appraisals to identify training needs.

## **Improvements since the last inspection**

At the last care inspection, three actions were raised relating to registration systems; risk assessments and recording of visitors; updating policies and informing Ofsted of significant events. One has been appropriately addressed, the other two have had some improvement. The registration system records staff and children's attendance, although no times are recorded. Children's contact details are easily accessible within the register in the event of an emergency. A basic check of the premises is carried out prior to children arriving, although not all risks are identified, for example the main door is left unlocked after parents leave. Visitors are now clearly recorded. Some policies have been updated, for example, allegations against staff, but the complaints procedure is out of date and does not reflect the new addendum to have a complaints log.

At the last nursery education inspection two recommendations were raised, relating to planning across all six areas of learning to provide sufficient challenge and assessments using the stepping stones. Both have had some progress. Planning does broadly identify each of the six areas of learning and some resources to promote each. However, the daily toys are not specifically linked to the planned topic and there is duplication of toys on two consecutive days, which limits children's learning. There is still insufficient challenge for the older, more able child. Assessments are now in line with the stepping stones, but they are still in their infancy. Some staff lack confidence on completing them.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- obtain written parental consent for seeking emergency medical treatment or advice

- develop risk assessments further to include outside play areas and outings; and to ensure the ongoing safety of the shared premises with particular attention to the door security, safe storage of dangerous substances and staff handbags
- improve staff's knowledge of child protection issues and correct procedures to follow in the event of being concerned about a child
- develop children's independence through everyday activities such as pouring their own drinks, wiping their own noses
- ensure parents are provided with correct details about the complaints procedure
- further improve the registration system to show accurate times of children and staff's attendance.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop planning to ensure children experience a wide range of activities across all six areas of learning and staff understand the learning intentions of each activity
- ensure there are effective systems in place for monitoring and evaluating the effectiveness of the provision for nursery education
- ensure older, more able children are sufficiently challenged through activities to extend their learning, in particular linking sounds and letters, calculating and access to more intricate tools.

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