



Bloxham Pre-School

Inspection report for early years provision

Unique Reference Number	133607
Inspection date	29 November 2006
Inspector	Maxine Coulson
Setting Address	Bloxham C of E School, Tadmarton Road, Bloxham, Banbury, Oxfordshire, OX15 4HP
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Registered person	Bloxham Pre-School
Type of inspection	Integrated
Type of care	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.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Bloxham Pre-School operates from the site of Bloxham Primary School and has run for over 30 years. The pre-school works closely alongside the Partnership Foundation Stage Unit. The provision runs from purpose built unit where children have access to a large shared area, self contained room and access to a fully enclosed garden area. The group provide care for children from the local community and surrounding areas.

The group is registered for a maximum of 24 children and there are currently 42 on role of which 37 receive funded education.

The group runs two sessions a day with an additional daily lunchtime session for either session. Sessions run 08:50-11:30 and 12:30-15:10. No children currently attending have English as an additional language, disabilities and learning difficulties.

There are two full time and two part time staff that work with the children, of which three have an early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a welcoming, clean, bright and attractive environment. They stay healthy because staff follow appropriate health and hygiene guidance, policies and procedures well. Children are gaining a very good understanding of how to keep themselves healthy through guidance, daily routines and activities. They are gaining independence in their personal care. They follow good hand washing routines, wipe noses with tissues and help themselves to drinks as they wish.

Children benefit from their diet being healthy. They are offered a variety of snacks, which include fruit and raw vegetables. Good manners are encouraged as children and staff sit together and children are able to develop their social interaction skills. Children have their health and dietary needs met because staff work co-operatively with parents and encourage them to provide their children with healthy options within their lunch boxes.

Children benefit from daily opportunities to be outside and taking part in physical activities. They use the outside play area and playing fields to enjoy a good range of activities and games. These include sand tray and digging tools and indoor toys brought outside. Staff use the school hall to provide physical indoor activities as a supplement and to vary activities. Children are becoming very healthy and are developing their physical skills well, through being in the fresh air regularly.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Effective procedures ensure the children's safety in a well organised environment. Risks of accidental injury are minimised as the staff regularly use assessments to reduce hazards. There are good safety and security precautions in place, such as the procedures for parents to collect their children, which staff monitor extremely well.

Children are cared for in a comfortable and attractive environment with areas for creative play and quiet activities. Other parts of the school are accessible to the group to carry out alternative activities, for example, to use the computers and have physical activities in the main school hall. Children move around safely and independently, they select from a wide range of stimulating, well-organised activities and resources. Staff encourage children to become independent and to learn to keep themselves safe with gentle reminders such as to sit on chairs properly and to take care with resources such as scissors and other cutting tools. This helps children learn to take responsibility for keeping themselves safe.

Children are well protected because the staff have a good understanding of their role in child protection and they have a good knowledge of the comprehensive policies. However, training

to update their knowledge and skills, will further enhance their abilities to maintain children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the group enthusiastically, settle quickly and confidently seek out each other and play happily together. They initiate their own games and join in group activities with enthusiasm, such as singing or playing musical instruments. Children are becoming independent through learning to make choices, such as which activity to take part in and helping out at snack time by handing out fruit and pouring drinks. Staff help develop children's sense of self esteem and self worth, for example by displaying children's work all around them.

Nursery Education

The quality of teaching and learning is good. Children are making very good progress towards the early learning goals. They are happy and enjoy attending the setting and show consistent interest in the wide range of stimulating and fun activities. They have easy access to a variety of well thought out resources which help them develop in most areas of learning. Staff have a sound knowledge of the foundation stage, a good range of teaching methods and a clear understanding of how children learn and develop. Staff use rigorous observations and evaluations to help them effectively plan the next steps in the children's learning. Staff manage children's behaviour well through providing an interesting and welcoming environment.

Children show a sense of belonging as they confidently greet each other and the staff on arrival. Children communicate well and are eager to answer questions and join in discussions. They are actively involved in play throughout the session. They are gaining independence as they learn to take responsibility for their own personal care, for example, after visiting the toilet they wash their hands and put on wellies and coats before playing outside. Children are learning about mark making, have everyday opportunities to practise writing and to recognise their own names on their work and under their photographs that are on the wall. Children show an interest in numbers and counting and this is sometimes reinforced through use of numbers and mathematical language in everyday activities and routines. For example, children confidently count up to 10 and beyond as they wait in line to go outside. However, a lack of structured activities means that the staff are not always on hand to utilise opportunities children present and this results in certain areas of maths not being fully developed.

Children are developing an interest in their wider community. For example, through walks into their local village or visiting parks. They have opportunities to learn about other cultures and countries. They are gaining good levels of hand/eye co-ordination through activities that allow them to use tools and smaller pieces of equipment. For example, during a play dough activity, children use cutting tools, rollers and sticks and they confidently thread laces through cards.

Children show good imagination and use role play to enact what they know, extend communication skills and initiate play. They have easy access to toys and equipment to allow free and spontaneous play. Children are encouraged to explore creativity and their senses during art activities. They have regular opportunities to experience music and dance and have

free access to musical instruments where they delight in noise making as they shake, rattle, bang and clang.

Helping children make a positive contribution

The provision is good.

Children form excellent relations with the staff, they confidently approach them and interactions are very positive. Children are gaining a sense of belonging to the group, staff greet them individually and make them feel welcome and important. They are learning to respect one another through taking turns and sharing. For example, children sit at snack time and patiently wait for their snack and drink. They are learning about their local and wider community by having visitors to the group and having access to toys and resources that reflect diversity and positive images. The group do not currently support children with disabilities, learning difficulties or English as an additional language, but have excellent procedures in place. Spiritual, moral, social and cultural development is fostered

Children's behaviour is extremely good, staff have very realistic expectations of the children at their various ages and stages and they use suitable praise and give clear explanations, providing a nurturing environment. They encourage children to listen to others in the group and staff expect the children to have good manners. Staff use effective measures to promote the children's self-esteem and pride, they are very good role models.

Partnership with parents is good. Effective communication ensures that all parents are well informed. Time is spent with parents at the end of each session; there are also regular newsletters and printed items on the parent's board. Parents are kept fully informed of their child's progress against the early learning goals. Along with the support of a highly dedicated committee, this ensures children's welfare, care and learning is consistently promoted. The positive relationship reinforces the children's sense of belonging and confidence in the setting, so that they can relax and be at ease.

Organisation

The organisation is good.

Children benefit from being cared for by staff who are, qualified and experienced in childcare and dedicated to ongoing training. All staff have a good knowledge and understanding of children's developmental needs. They work exceptionally well as a team and are clear about their individual responsibilities. The high staff ratios and rigorous procedures for the recruiting and vetting of all staff, mean that children's safety and wellbeing is maintained.

Children's care is well organised. The documentation, policies and procedures are comprehensive and are working documents. The areas in the school available to the group are used effectively to provide a good range of activities to ensure the children's involvement and interest.

Leadership and management are good. The highly committed supervisor and staff work extremely well together to ensure all children have the best available care. Staff use nursery education plans effectively to ensure children are making good progress along the stepping stones. Plans show how children are developing new skills and knowledge across most areas of learning.

Through effective use of observations and evaluations staff are able to plan the next steps of children's learning and development. They work closely with the Foundation Unit within the school and this highly effective and successful partnership results in a smooth transition as the children confidently enter mainstream school.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care inspection the group were asked to take into consideration the following recommendations: develop a procedure that identifies what will be done if an allegation is made about a member staff; make sure the premises are secure and that unwanted visitors are prevented from entering the pre-school.

There is now information within the child protection policy that identifies a procedure to follow in the event of an allegation made against a staff member. Premises are now secure and all visitors are signed on and off the premises at all times. This ensures the continuing care, welfare and safety of the children.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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.

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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):

- further develop and update staff's knowledge of child protection issues and procedures.

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):

- provide regular structured activities across all areas of maths ensuring children's continuing progress and development

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk