

Bishops Lydeard Pre-School

Inspection report for early years provision

Unique reference number	143080
Inspection date	12/05/2009
Inspector	Joyce Bowler
Setting address	Village Hall, Bishops Lydeard, Taunton, Somerset, TA4 3LH
Telephone number	07754502478
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Bishops Lydeard Pre-school was registered in 1992 and has been operating since 1969. Sessions are held in the village hall in the centre of the village which is near to Taunton, Somerset. The pre-school children have access to a safely enclosed outside area. The group is open each weekday morning during term times only from 09:15 to 12:00. Afternoon sessions run from 13:00 to 15:30 are provided on Fridays in the summer term. The group may care for a maximum of 26 children in the early years age group. Currently, there are 54 children on roll. There are six members of staff, all of whom hold an appropriate early years qualification. In addition, there are two members of unqualified relief staff.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children and their families are given a warm welcome to this committee led group. Staff are beginning to implement the Early Years Foundation Stage (EYFS) and make changes to the ways that they plan and assess for children's progress in order to meet children's individual needs. Self-evaluation systems are in their infancy, although some areas for improvement have been identified. Children's welfare needs are met adequately, however, a formal risk assessment is not in place. The pre-school staff recognise and value the benefits of a good partnership with parents and carers and have established effective links and information sharing.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop systems of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- analyse the assessment records in order to include next steps for children and use these to inform the planning
- develop the daily planning to provide children with opportunities to select activities and resources which relate to their interests and needs.

To fully meet the specific requirements of the EYFS, the registered person must:

- conduct and record a risk assessment to ensure that indoor and outdoor hazards to children are minimised.
(Suitable premises, environment and equipment)

12/06/2009

The leadership and management of the early years provision

The pre-school is led by a committee of parent volunteers who delegate the curriculum planning and daily routines to the staff team. The committee take responsibility for fundraising, employment and suitability checks for all staff. They meet regularly and review all policies and procedures. They liaise with the village hall committee who have responsibility for the maintenance of all fire safety equipment. The committee and staff are aware of the limitations of the premises and outside area during current refurbishments of the building, these do not impact on the day to day running of the pre-school. The supervisor has begun to monitor the effectiveness of the setting recently by starting to complete the Ofsted self-evaluation form. She has identified some areas for improvement but these are not yet in place. Currently, staff hold meetings and discuss their training needs as part of the appraisal system. These methods for evaluating the provision are not rigorous enough to have significant impact on the continuous development of the setting. Some of the recommendations from the previous inspection have been addressed in full resulting in improvements to documentation, health and safeguarding procedures. However, others remain to be addressed regarding the recording of risk assessments and the programme for learning and development. Children are safeguarded as staff are aware of their roles and responsibilities in the event of a child protection concern. This is supported by access to Local Safeguarding Children Board guidelines and an appropriate policy and procedure.

The partnership with parents and carers is good. Staff make good efforts to include parents in their child's early years care and education while attending the pre-school. Staff collect important information from parents on children's likes and dislikes when a child joins. Parents are provided with good quality information via the welcome pack, newsletters, notice boards in the foyer and inside the main hall. All documentation has been updated to reflect the new EYFS framework. At the end of each session children help staff to write up details of what has happened that day on the white board and parents then know which songs and stories have been enjoyed. Open mornings are planned and parents are invited in to meet their child's key person, to look at the progress records and to see some of the activities in action. The setting promotes the continuity of care between all providers for children who attend more than one setting by liaising with support agencies and other staff teams.

The quality and standards of the early years provision

Children's welfare needs are promoted to an acceptable standard. Staff carry out daily checks of the indoor and outdoor areas and prepare well to protect children from potential hazards. However, these are not recorded routinely and the written risk assessment is incomplete. This is a breach of the regulatory requirements. Children are learning to keep themselves safe, for example, by being reminded not to climb the outdoor fence as they may fall and hurt themselves and by holding hands with a friend when walking in and out of the hall. They are learning good hygiene routines when using the toilet and washing their hands. Children are reminded to cover their noses and mouths when they cough and sneeze and are

able to access tissues easily. Healthy eating is promoted as children have fresh fruit, such as grapes, at snack time. Children are reminded to have a drink of water when they are thirsty after running around outside. All accident and medication records are completed appropriately and staff ensure that they have written consent from parents for outings and emergency medical advice and treatment. There are policies and procedures in place to promote and protect children's welfare and these are made available to parents.

Children enjoy close and friendly relationships with staff and engage in lots of discussion during play. Staff use spontaneous opportunities that arise during play to help children to learn to use numbers, to recognise colours and shapes and to write and draw. Children are keen to solve simple problems and enjoy activities which give them free rein, for example when creating the train track and looking at books on the carpet. They are learning to share and to play cooperatively. There are limitations to the current planning system and daily organisation of the setting as children's individual learning and development needs are not taken into consideration on a daily basis. This means that there is an overdependence on the core activities and rotation of basic resources to deliver all aspects of the curriculum with limited regard for what children are actually interested in or what might stimulate and challenge them. Staff do separate age groups for some different activities, but the majority of resources are selected by adults and set out before children arrive. Staff are noting some children's requests for specific toys and equipment in the 'contribution to basic planning' list but this does not cover the whole group attending. Some activities are overly directed by adults resulting in art and craft which is uniform and does not promote children's individuality. Planning shows that designs for Easter and Mother's day cards are decided by staff without the children's input. The supervisor is considering introducing Possible Lines of Development (PLODS) for each child but these have not been implemented. Each child has an EYFS Progress Record which includes observations made by staff on an ongoing basis. These cover all six areas of learning but are not evaluated routinely or used to form the next steps for children. Staff do not analyse their observations in order to create planning which is tailored to the individual as well as to the whole group. This means that it is not demonstrating children's progress or highlighting any delays or specific needs adequately.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met