



Bishops Lydeard Pre-School

Inspection report for early years provision

Unique Reference Number	143080
Inspection date	02 December 2005
Inspector	Jacqueline Allen
Setting Address	Village Hall, Bishops Lydeard, Taunton, Somerset, TA4 3LH
Telephone number	07754502478
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Registered person	Bishops Lydeard 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 inadequate - notice of action to improve. The registered person does not meet 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 registered in 1992. It operates from the village hall in Bishops Lydeard near Taunton, and is supported by a committee of parents. The group have access to the main hall, kitchen, toilet facilities and an enclosed outdoor play area. The group is open 09:15 to 12:00, Monday to Friday, term time only. In the Spring and Summer terms the group also

open some afternoons to prepare children moving on to school in September. They are registered to care for up to 26 children aged from 2 to 5 years of age. There are currently 37 children on roll, 28 of these receive funded nursery education. There are 6 staff, 3 of whom are working towards or have obtained a level 3 qualification in childcare and 2 who hold a level 2.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is effectively considered as staff spray tables with anti-bacterial solution and wipe them with paper towels prior to using them at snack time. Although children are encouraged to wash their hands before eating and after using the toilet they all use the same bowl of soapy water which does not promote good hygiene routines. Children dry their hands hygienically with disposable paper towels.

Children's minor injuries are able to be effectively treated as the first aid box is restocked regularly and most of the staff hold valid first aid certificates. Children's ongoing individual medical needs are appropriately recorded and parents' prior permission has been sought for seeking emergency medical treatment. However, accident records are not confidential and not always dated which compromises children's continuity of care.

Children are offered a range of nutritious snacks and staff are aware of children's specific dietary needs. However, children do not have free access to water to meet their individual requirements.

Children enjoy regular physical exercise both outdoors and inside, such as, circle games and movement to music to practise their gross motor skills.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children have adequate space to play safely in a large well-maintained hall. They have access to a broad range of good quality resources which are laid out on tables or on the floor for children to access easily and safely. Staff have identified some risks to children and taken action to minimise risks. For example, some radiators get quite hot so staff have put a row of chairs facing them to prevent children touching them. However, many potential risks go unrecorded and pose a risk to children. For example, this includes the procedures to ensure the main door is locked to prevent children escaping, the placement of staff's hot drinks at a low-level, the haphazard high stacking of chairs in two corners of the room and the accessibility of the contents of staff's handbags which are stored on these chairs.

Children's safety is considered through the displaying, practice and recording of emergency evacuation procedures. However, as the recording of children and staff's

daily attendance is not always accurate this puts them at risk. Children's safety is further compromised as there is no system to record visitors to the group.

Children's welfare is not fully safeguarded as staff are unclear on who should be contacted if they have concerns and the child protection policy does not include a procedure to follow if allegations are made against staff.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children come in to the group and leave their carers happily. Some children settle quickly to self-chosen tasks from the wide range of resources available. However, others flit between the many activities before settling to play. Children's behaviour is generally good as staff are positive, consistent role models who create a calm, caring environment. All children listen attentively when staff ask for their attention and watch carefully as staff sign their requests.

Nursery Education

The quality of teaching and learning is satisfactory. Children are experiencing a vast range of activities linked to the six areas of learning on a daily basis, however planning systems are not robust at ensuring all aspects are covered. Some staff have a sound knowledge of the Foundation Stage, however not all staff are consistent when observing and assessing children's achievements. A new observation and assessment system has just been implemented which is linked to the stepping stones. However, the previous assessment system does not cover all aspects within the six areas of learning which leads to gaps in staff's knowledge of children's attainment. Untrained staff are unclear of the learning intention of activities as these are not stated within the planning. This means that staff are not prepared to extend activities to challenge children according to their individual stage of development. Staff routinely use open ended questions when interacting with children to encourage and provide some extension to their thinking. This is particularly effective with the 3 year olds. Overall, children are making satisfactory progress towards the early learning goals.

Children are confident to ask staff for help and some are linking up with their peers to read or do puzzles together. Children's independence is encouraged when using the toilet. However, children are not encouraged to be independent at snack time as they are not involved in sharing out plates or cups and do not pour their own drinks. Children are familiar with books and signs and use picture and word menus to choose their food. However, children are not learning to write for a purpose as resources are not provided to support role-play activities. Generally, children are not encouraged in their mark making as staff automatically write children's names on their work. Although maths resources are available these are not used effectively to extend all children's learning. For example, not all children choose to play with the resources and sometimes staff are not available to support children in their learning. Maths is not incorporated into all activities to ensure all children are developing their learning and using it spontaneously in their play. Children count and use their fingers to represent numbers during circle times but again this is not always extended for

more able children.

Children participate in the nativity play and are gaining an awareness of other cultures through planned activities. Children enjoy singing songs and have an understanding of rhyme but this is not always extended to link sounds with letters. Children are proficient at experimenting with a range of media and enjoy manipulating play dough with their hands and using tools. However, sometimes crafts are very adult led and do not challenge children's creative instincts. Children enjoy dressing-up and moving to music. They regularly partake in physical exercise and staff extend their skills by using the equipment in the local park.

Helping children make a positive contribution

The provision is satisfactory.

Children generally behave well. They are calm and talk quietly to each other as this is what is role modelled by staff. Children are learning about diversity through the range of resources accessible to them and through the celebration of a variety of festivals, such as, Chinese New Year and Diwali. Children's spiritual, moral, social and cultural development is fostered. Children's individual needs are discussed with parents on entry to improve staff's knowledge and understanding. However, staff do not implement an effective system to ensure children's details are completed by parents promptly. Children with special needs are effectively supported through positive links with parents and other professionals to meet children's individual needs. Most staff have completed a Somerset Total Communication sign language course in order to meet children's individual needs and support all children by communicating effectively.

Children's individual records contain information on who is authorised to collect them. Parents are invited to join the pre-school committee and be included on a parents' rota to support their children. However, the complaints policy has not been updated and does not include Ofsted's contact details if parents are still unhappy about how the group have dealt with their concern.

The partnership with parents is satisfactory. They are given a detailed prospectus which provides some details on the Foundation Stage, with supporting information on the six areas of learning. Parents are invited to talk to their child's keyworker and are given information on current themes through regular newsletters. This promotes links between home and the pre-school so children can be encouraged to bring things from home to aid their learning. As children's previous assessments are not linked to the stepping stones parents are unable to clearly see their children's progress.

Organisation

The organisation is inadequate.

The setting does not meet the needs of the range of children for whom it provides. Staff files hold evidence of their suitability and certificates of qualifications. There is a basic induction system in place and annual appraisals are undertaken, however,

these are not effective at identifying particular strengths or weaknesses for future development or training.

Children's safety is compromised due to ineffective risk assessments, registration systems and the holding of essential information on children. Some policies and procedure have not been updated, accident records are not confidential and significant events are not immediately notified to Ofsted. This compromises children's care.

Leadership and management is satisfactory. Staff are supported by a new committee who are clarifying their roles and responsibilities. Although three of the staff have completed, or are working towards, a level 3 qualification in child care, ongoing courses to further their knowledge are not regularly accessed. The supervisor is also a NVQ assessor and has identified the weaknesses in previous observation and assessment systems and is encouraging the staff to transfer to a more robust system which links children's learning to the stepping stones. Staff are committed to the improvement of care and education for all children.

Improvements since the last inspection

At the last care inspection the group were given two recommendations; to notify Ofsted of changes to the premises and to extend the resources which reflect diversity. These have both been addressed to a satisfactory standard. There have been no changes to the premises since the last inspection which would affect the care of children. Resources which positively reflect diversity have been improved to increase children's understanding and awareness.

At the last nursery education inspection the group had one point for consideration; to address the limited provision of books, dressing-up clothes and other resources to help children learn about other cultures and beliefs. This has been addressed to a satisfactory standard as evidenced under the improvement from the last care inspection.

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.

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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, the registered person **must** take the following actions:

- maintain an accurate registration system showing children and staff's daily attendance along with the name, address and telephone number of each child who is looked after on the premises
- ensure positive steps are taken to promote safety within the setting with particular regard to risk assessments and the recording of visitors
- review and keep updated the setting's policies and procedures and ensure Ofsted is informed of any significant events

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

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):

- develop planning to ensure all aspects within the six areas of learning are covered; identify what you want children to learn and provide sufficient challenge to meet the needs of individual children
- develop the system to observe and assess children's progress through the stepping stones, use this information to inform planning and share children's progress with parents.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk