



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 110403

DfES Number: 530406

INSPECTION DETAILS

Inspection Date 13/09/2004
Inspector Name Anne Munro

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Bidbury Pre-School
Setting Address Fraser Road
Bedhampton
Havant
Hampshire
PO9 3EF

REGISTERED PROVIDER DETAILS

Name The Committee of Bidbury Pre-School Committee 1075606

ORGANISATION DETAILS

Name Bidbury Pre-School Committee
Address Bidbury Infant School
Fraser Road
Havant
Hampshire
PO9 3EF

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Bidbury Preschool opened in 1998. It operates in a room in Bidbury Infants' School with access to kitchen, toilets and an outside play area. The preschool also uses the school hall and music room for sessional activities. The preschool is a community group managed by a voluntary committee of parents. Children attend from the surrounding area and most move on to the adjacent infant schools. The setting is registered to accept up to 18 children aged from 3 to under 5 years. There are currently 45 children on roll, including 35 funded 3 year olds and 1 funded 4 year old. The preschool supports a small number of children with special needs and with English as a second language.

The preschool opens five days a week in term time. Sessions are from 09:00 to 11:30 from Monday to Friday and from 12:30 to 15:00 from Tuesday to Friday. Children attend for a variety of sessions.

There are seven members of staff working with the children, including five with early years qualification to NVQ level 2 or 3 and two working towards a recognised early years qualification. The setting receives support from a teacher from the Hampshire Early Years Development and Childcare Partnership and is a member of the Preschool Learning Alliance.

How good is the Day Care?

Bidbury Preschool provides good care for children. An active management committee takes responsibility for employment and has clear recruitment and appraisal procedures in place. They are in the process of reviewing the preschool's policies, some of which need amendment in line with current guidance. The well-qualified and experienced staff continue to update their skills and knowledge with ongoing training. They maintain high staffing ratios so that children receive good levels of support and supervision. The premises are warm and welcoming and enable children to become familiar with the school environment. The preschool provides a very good range of toys and equipment, which is easily accessible to children.

Staff have good understanding of safety requirements and precautions are in place to safeguard children. Most procedures are in place to handle illness or injury, and staff are conscientious about cleanliness and hygiene. They provide children with healthy snacks and are experienced in catering for allergies and special diets.

Staff have good knowledge of the needs of the children in their care and plan a balanced range of activities that promotes children's learning. They interact well with children, asking questions and making suggestions to develop play, and using praise and encouragement to promote self-esteem and good behaviour. They liaise with other professionals and adapt activities where necessary to ensure that special needs are met.

Good working relationships are developed with parents, and communication is encouraged. Detailed records are kept of children's progress and information is regularly shared with parents. Staff give careful attention to confidentiality. Parents are involved in the management of the group and join in regular social and fundraising events.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The preschool provides a very good range of toys and equipment which is well-maintained and regularly updated. A good range of resources reflecting positive images of different cultures and disabilities is included. Equipment is stored in child-height units around the play room so that children are able to choose their own activities and resources and are able to develop good levels of independence.
- Staff have attended health and safety training and have very good understanding of safety issues. They carry out regular risk assessments and checks on the premises and the outside play area, and have put precautions in place to ensure children's safety, including effective procedures to ensure the safe arrival and collection of children. Staff are conscientious about cleanliness, spraying and cleaning surfaces between activities, and teaching children good hygiene practice.
- Staff have good knowledge of children's individual needs and capabilities, and plan activities to promote individual development. Where necessary they work with other professionals to ensure that special needs are met and all children can be included. An effective keyworker system enables staff to work closely with parents and get to know families well.
- Partnership with parents is very good. Parents receive good information about the group and its activities in a prospectus for new parents and in newsletters and notice boards. They are encouraged to share in their children's learning both by helping in sessions and by carrying on activities at home. They are able to discuss their children's progress with staff and to

contribute to assessment and record keeping.

What needs to be improved?

- parents' permission for emergency medical treatment
- the complaints procedure
- the procedure for lost children
- the child protection policy.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	request written permission from parents for seeking emergency medical advice or treatment
14	ensure that procedures for lost or uncollected children are shared with parents.
14	amend the complaints procedure to include Ofsted as the registering authority.
14	update the child protection policy to include procedures to be followed in the event of allegations against a member of staff.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision of nursery education at Bidbury Preschool is of high quality and children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff have sound knowledge of the early learning goals and all contribute to planning a balanced curriculum of activities. Keyworkers maintain an effective system of monitoring and recording progress so that staff have very good understanding of children's abilities. They use appropriate teaching methods, asking questions and making suggestions to develop learning. They are particularly good at engaging children in conversation, developing their language skills, although there are no specific plans to address the needs of children with little English. Staff are skilful in making counting and calculation an integral part of daily routines. They provide a stimulating environment, enabling children to make choices and develop independence. They use praise and encouragement to promote good behaviour and liaise with other professionals to ensure that any special needs are met.

Leadership and management of the setting are very good. An active committee of parents provides strong support to the staff. They take responsibility for finance and ensure that the setting is well-resourced. They are responsible for recruitment and employment and operate a staff appraisal system, supporting staff in accessing training. The supervisor provides strong leadership, ensuring that staff are deployed effectively and work well together. Committee and staff together constantly evaluate provision and plan to improve and develop the preschool.

Partnership with parents and carers is very good. Parents receive good information about the group and its activities and are encouraged to be involved in their children's learning. They are able to discuss their children's progress with keyworkers, to help in sessions and to join in social and fundraising events.

What is being done well?

- Experienced and well qualified staff have good knowledge of the early learning goals and plan a good range of activities to promote individual development. They are particularly good at engaging children in conversation, developing their language skills and confidence in talking, and at making counting and calculation an integral part of daily routines.
- New children are settling in very quickly, becoming confident and independent as routines become familiar. Staff are very patient and sensitive to their needs and those of their parents. They operate the Highscope method of organising sessions, supporting children in choosing their own activities and enabling them to develop high levels of independence.
- An active committee of parents takes responsibility for the overall

management of the group, leaving the staff free to manage the day to day running. The committee has clear recruitment, induction and appraisal systems in place, that identify training needs and enable staff to continue their professional development. They continue to evaluate and develop provision and organise well supported fund raising events that enable the group to build up an excellent range of toys and equipment.

What needs to be improved?

- use of the outside play area
- methods of working with children who speak languages other than English.

What has improved since the last inspection?

Improvement since the last inspection is very good. At the last inspection, the preschool was asked to "Increase the opportunities for word and name recognition". Children now find their name cards for the register board when they arrive and use the cards for various purposes during the session, for example on a list waiting for turns on outside play equipment and on their piles of work to take home. There are clear captions on displays and storage units are clearly labelled.

The second requirement was for development of the recording system so that "overall progress and attainment is clearly identified" and "details of what the child should learn next". An effective system of recording progress is now in place, clearly linked to the early learning goals. Progress is discussed with parents and targets agreed for future development.

The preschool was also asked to increase the opportunities for the four year olds to have more regular use of large apparatus to develop skills of climbing and balancing". This has been difficult to achieve because of limited space, but the preschool has one session a week timetabled use of the school hall when they are able to use a wooden climbing frame and balancing bars with appropriate mats. The climbing frame is also set up in the playroom for a week in each term so that all children have a turn in using it.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Although many are only just starting at preschool, children come confidently into the group and are becoming familiar with routines. They talk confidently about their homes and families, and are able to sit quietly to listen and concentrate for quite long periods. They are learning to take turns, and staff use praise and encouragement to promote their good behaviour. Children are developing good levels of independence, pouring their own drinks and choosing activities and resources.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy listening to stories and join in refrains enthusiastically. They are confident in speaking in small groups, listen to each other and follow instructions. They learn to recognise their written names and are introduced to other written words with clear labelling around the room. Children develop increasing pencil control in a variety of activities, and use emergent writing in imaginative play. Older children attempt to write their names and copy words as captions to their work.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Three year olds count confidently to five and some further. They are able to make simple calculations such as whether there are more boys or girls and how many chairs they need. Staff take opportunities to include counting and calculation throughout activities and help older children to use numerals. Children learn about shape and size, and learn to sort and match with a variety of resources. They practice mathematical language when playing with sand and water, playdough and construction toys.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about their environment and their community from visitors to the group and from walks around the local area. They study natural objects and watch things grow, recording their findings in art work. They talk about their own lives and learn about other cultures. They design and build with various construction toys and with recycled materials. They regularly use a computer, becoming skilful with the mouse, and use simple technology in their play.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Although space is limited, staff ensure that children have opportunities to develop control and co-ordination on a climbing frame and balancing bars. Children develop spatial awareness with movement sessions, parachute games and relay races, and in manoeuvring ride-on toys in the outside area. They practice skills with small equipment such as balls, hoops and quoits and show increasing manipulative skills in using a variety of tools, such as pencils and crayons, brushes, scissors and playdough.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children learn about colour, shape and texture using a range of techniques and media, including painting, drawing, collage and modelling with clay, dough and recycled materials. They have plenty of opportunities to express their own ideas and use their imagination, both in art work and in imaginative play. They explore sound and rhythm using percussion instruments, and join in songs and rhymes with enthusiasm.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the use of the outside play area to provide more opportunities to extend children's physical development
- the development of communication and language skills for children with English as a second language.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.