

Bourton and Zeals Preschool

Inspection report for early years provision

Unique reference number

EY412167

Inspection date

11/01/2011

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Bourton and Zeals Pre-School has been registered since 1985 and re-registered at their current premises in July 2010. This parent committee run pre-school operate from a purpose built premise situated in the grounds of St George's Church of England School, Bourton, Dorset. Children have use of a main playroom, cloakroom and associated facilities and have access to any enclosed outdoor area situated at the side of the premise. Children also have use of the school grounds.

Ofsted have registered the pre-school on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 25 children aged from two to under five years at any one time, and there are currently 28 children on roll, all of whom are in the early years age group. The pre-school is in receipt of Government funding to provide nursery education for three and four-year-old children. The pre-school is open Monday to Friday from 9.00am to 4.00pm, term time only.

The parent committee employ an overall pre-school leader and six staff, all of whom are qualified in childcare and early years education or are currently training. A pre-school administrator is also employed. The pre-school receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are valued and welcomed at this friendly pre-school and staff get to know their individual needs very well as they maintain good liaison with their parents. A range of exciting play experiences are provided that effectively support children's learning and development and they enjoy their play. Staff are keen to make ongoing improvements to the provision offered and some evaluation systems are in place. However, these are not yet sufficiently established to ensure all aspects of the provision are regularly monitored, which has resulted in a breach of requirements relating to first aid training.

What steps need to be taken to improve provision further?

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

- ensure at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present (Safeguarding and promoting children's welfare)

01/02/2011

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

- develop further the risk assessment systems for outings to ensure all aspects of each type of trip are fully assessed
- develop further the systems of self-evaluation to ensure all aspects of the provision are effectively monitored and reviewed, to support ongoing aims for improvement
- maintain a regular two-way flow of information with other providers with whom children attend to promote continuity for every child with the Early Years Foundation Stage framework.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted as staff have a sound awareness of child protection issues. A safeguarding co-ordinator has been appointed and is clear on her role and responsibilities and supports staff in monitoring and managing any concerns. Detailed recruitment procedures are followed to ensure all staff are suitably vetted, which helps to protect children. Staff make some improvements to the provision offered and evaluate some areas effectively to make positive changes. For example, access to the new premises has been reviewed and as a result new locks fitted onto the main entrance, which has improved security. This promotes children's welfare in some areas, although following staff rota changes last term it has not been identified that a currently qualified paediatric first aider is not present at every session, which is a breach of requirements.

Children play in a bright and inviting play environment, which is well organized to support their needs. For instance, they can relax in the colourful, soft cushioned corner to look at a favourite book or act out their ideas in the well resourced home play area. Toys, games and resources are all well maintained and stored in clearly labeled drawers, which encourages children's independent choices in play. Staff, who are qualified and experienced in child care, all work very well together as a team and are effectively supported by the strong parent run committee. Consequently, sessions run smoothly and this helps children to feel secure, knowing what will happen next within the daily routine of their day.

Risk assessments are completed every day, which helps to minimize accidents. They are also completed for outings, although do not always cover all aspects of each type of trip. Children's individuality is recognized and any specific needs are supported very well in liaison with their parents, to enable each child feel welcomed and included. Staff liaise with some other agencies involved in children's care, although systems to share information on their development with other settings they attend are not yet fully established. Children benefit from the positive relationships formed between their parents and staff. Parents involvement is valued and their views are sought, such as through use of questionnaires and involvement in some planning of theme related activities. Parents say they are very happy with the care their child receives and speak highly of the friendly staff.

The quality and standards of the early years provision and outcomes for children

Children respond easily to the reassuring and gentle humour given by staff and as a consequence settle easily to play and mix happily with their friends. For example, in the home play area where they sort out the dolls clothes or wrap their babies in a cosy blanket and tuck them into a pram to take them for a walk. They like to dress up as superheroes or as Snow White and proudly walk around wearing the clippy, clop dressing up shoes. This enables children to act out their ideas and develop their imagination in play. Sometimes they dress up as a lollipop patrol lady and use the toy traffic lights and zebra crossing in their game. They have visits from a policewoman who talks to them about crossing the road safely. As a result, children begin to learn how to keep themselves safe from harm. Children also help to complete simple risk assessments, which raises their awareness of possible dangers and encourages their early writing skills as they mark off what is safe and what is not. Children explore colour and texture as they make a colourful firework display using bright, orange, red and yellow paints or as they push their hands through the shaving foam or gloop mixture and start to make patterns. Children become absorbed in rolling and stretching the playdough and use letter shape cutters to make different letters of the alphabet and talk about S for snake or A for apple. These activities effectively promote children's early reading abilities as they start to recognize letters and link sounds with them.

Children have great fun outdoors, for instance, digging and building sandcastles in the sand pit, which supports their understanding of concepts such as full and empty. They create their own game building with small planks of wood, plastic tubing and a large tyre. This provides opportunities for them to develop their physical skills and promotes their knowledge and understanding as they construct and build. Children look for snails outside and say there are four hiding in the tyre. They check to see if the bulbs they planted have grown and talk about the sun rising and setting in the sky, which encourages them in discovering their natural world. Children readily participate in a good balance of adult led and child initiated play experiences and they become absorbed in their play. Planning is reviewed and provides a range of meaningful activities based on observations staff make of children's play, and which overall support their future skills. For instance, as they complete a simple matching picture programme on the laptop. Systems to identify children's next steps have been implemented and are being monitored to ensure further activities are based securely on their individual interests and continue to help to consolidate or challenge their existing developmental skills and abilities in each area of their learning.

Children laugh and smile as they follow the actions for different songs, such as Heads, shoulders, knees and toes, that they sing in their wake and shake session each morning. Children benefit from being out in the fresh air and have free flow access to the outside area. They play in the sand pit, run, pedal their bikes or use up their energy playing with their friends. This effectively promotes their physical well-being, and planning of activities to cover all areas of learning in the outdoor area is being developed. Children are eager to help move the pea pods put on top of the stretchy sheet of material, which they all hold and they move it slowly and

quickly. They sing the Five little peas song and shriek with laughter as they lift the sheet up high and the pea pods snap and pop up in the air. As a result, children's physical coordination is promoted well and they learn about working as a team. Children develop awareness of healthy foods as they enjoy different fruits, such as banana or apple for their snack and can access drinking water throughout the day. Children know to wash their hands before eating and learn about the importance of brushing their teeth regularly when the dental nurse visits. Children learn about other cultures through interesting and practical experiences. For instance, they hold an African day, where they see how water comes from a standpipe and play some African music. As a result, they begin to develop a positive understanding of differences in their world. Children behave very well and know the pre-school Golden rules. For example, as they tell each other to use their kind hands and that feet are for kicking footballs. Staff act as good role models and give a positive approach to helping children manage their own feelings and relationships with others. Children receive lots of praise, which boosts their self-esteem and contributes to them developing confidence and a clear sense of achievement.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for) 01/02/2011