

Bopeeps Pre School

Inspection report for early years provision

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Inspector Sarer Tarling

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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*.

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Description of the setting

Bopeeeps Pre School has been operating from Welling Baptist Church for many years. The current provider registered in 2011 and works as the pre school manager. A team of eight staff work with the children, six of whom hold an early years qualification. Children have access to the main hall, side room, toilets and a recently re-developed outside play area.

Bopeeeps is registered on the Early Years Register to care for a maximum of 30 children aged from two years to the end of the early years age group. Of these, no more than 16 may be under three years at any one time. There are currently 34 children on roll. When eligible, children receive funding for nursery education. The pre school is open term time only from 9:00am to 12:00 noon and also currently offers some afternoon sessions for children in the two to three age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Staff demonstrate an excellent knowledge of the Early Years Foundation Stage Framework and children's health and safety are particularly well fostered. Highly effective observation and assessment systems successfully monitor children's progress, although parents are not yet fully involved in the process. Staff strive to create an environment where children experience a wonderful foundation for their learning and development, providing them with outstanding skills for the future. However, the organisation of some parts of the routine are not as effective as others. The owner/manager is extremely committed to monitoring and motivating staff in maintaining and further developing the already extremely high standards

What steps need to be taken to improve provision further?

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

- review the organisation of whole group activity times to ensure children's individual needs are met and that they benefit from learning opportunities at all times
- involve parents in the shared assessment and planning of their children's next steps in order to help support and extend learning and development
- explore ways of enabling children and parents to contribute in the self-evaluation process in order to provide the setting with an accurate appraisal of its own effectiveness

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is of paramount importance. Recruitment, vetting and induction procedures are robust, ensuring children are cared for by suitable adults. The safeguarding policy is thorough, providing a good reference tool. Staff demonstrate a sound knowledge of child protection issues, ensuring any concerns are dealt with effectively by working collaboratively with parents and other agencies. Records of detailed risk assessments show the actions taken to manage or eliminate any potential hazards. Staff are extremely vigilant, enabling children to play safely indoors and outside. In the event of an accident, children are well protected as first aid training is kept up-to-date. Children confidently take part in evacuation drills, helping them to feel safe in emergency situations.

All the required documentation is in place, ensuring children are cared for in line with parents' wishes. Most staff are qualified, all are highly experienced, and demonstrate an excellent knowledge of supporting children in progressing towards the early learning goals. Staff deployment is excellent as they each take on responsibility for specific tasks ensuring the smooth running of the setting. The owner/manager has high aspirations and her enthusiasm is commendable. She shares her vision with staff of providing an excellent service which meets the needs of children and their families. Embracing the culture of self-evaluation clear targets for improvement are identified and action plans drawn up. Staff are exploring ways of involving children and parents in the process.

Parents spoken to were full of praise. They particularly enjoy the 'stay and play' sessions and receive good information when their child first starts. Policies and procedures are available in the foyer; all have recently been reviewed and updated, including the procedure to follow should they have a complaint. Regular newsletters are sent out and display boards give parents an excellent insight to the activities children have taken part in. Staff liaise with parents on a daily basis, keeping them well informed of their child's general well-being. Children's unique profile records are available for parents to see at any time. However, parents are not routinely invited in to meet with their child's key person to discuss the assessment of their child's progress or to contribute to the planning of the next steps in their child's learning and development.

The setting is well resourced with good quality play materials. Staff ensure equipment and activities provide interest and challenge and are accessible to all children. During the free flow part of the session staff are skilled in fostering independent, purposeful play while also ensuring children are supported in moving forward in all aspects of their learning. However, whole group activities, such as circle and story time, are less effective as children are not always purposefully occupied. Children are respected as individuals. Key staff gain an excellent knowledge of family backgrounds and children's individual needs from parents, enabling them to plan for their unique learning experiences. Staff recognise that equality and diversity are fundamental to care and learning and plan experiences which help promote children's understanding of the wider community. Staff liaise and share strategies with parents and work exceptionally well with outside

agencies. This has a positive impact for children as they are supported in making progress, in relation to their starting points, helping to minimise any achievement gaps.

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

Staff are very aware of the importance of developing children's personal, social and emotional development. Children gain a sense of security as they keep their comforters while settling in. Staff respond swiftly to children's needs, joining in with their chosen activity, focusing on what interests the child. Staff use observations of children to effectively monitor and assess all areas of learning and development and next steps are incorporated into the following weeks plans. The owner/manager monitors planning to ensure initiatives such as 'Every Child a Talker,' gardening campaigns and suggestions from the local authority support worker are included.

Staff promote children's respect for the limitations of the planets resources by using recycled materials in their art and craft work. Children help to plant flowers and vegetables and learn how worms help with composting. Staff use resources which inspire children to use their imaginations. They have tremendous fun building dens, pretending they are on a beach or dressing-up as pirates and playing on cardboard box ships. There are many opportunities for children to use a range of tools as they explore the properties of glitter, sand, water and dough. Children are able to talk about their experiences confidently. A wide range of mark-making resources are readily available indoors and outside so children can independently draw or write when they choose. Staff involve children in story telling by using props such as the global family puppets. They introduce mathematical vocabulary and encourage children's problem solving skills. Technology is explored using the interactive lap tops and phonic toys, as a result children gain the necessary skills which help with the transition to school. Children gain an understanding of what is expected of them as staff gently remind them to use their 'happy hands' and 'good listening ears' and to keep their 'running legs' for outside. Children are well behaved while they are stimulated and engrossed in play. In the event of minor conflicts, staff talk about the thoughts and feelings of others. As a result, children develop respectful attitudes; use their good manners and learn to negotiate with each other over the use of resources. They demonstrate an excellent understanding of safety issues and how people help us a staff arrange for people such as a road crossing guard, the Lifeboat Institution and the police to visit.

Staff ensure all equipment is clean and children are able to explain the importance of following good personal hygiene routines in the bathroom. The open snack bar enables children to recognise when they are hungry and to have a natural break in their play. All the food on offer is healthy, and children know why this is important. They pour their own drinks and sit in small groups chatting to each other and a member of staff. Children take part in cooking activities, making pizza faces, bonfire buns and fruit kebabs. Staff talk to children about the importance of regular exercise as part of a healthy lifestyle. There are daily opportunities for

fresh air and exercise, in the recently developed outdoor area, and planned physical education sessions support children in developing independence and their large motor skills.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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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