

Bossingham Pre-School

Inspection report for early years provision

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Inspection date	26/09/2011
Inspector	Cilla Mullane

Setting address	Stelling Minnis C of E School, Bossingham Road, Stelling Minnis, CANTERBURY, Kent, CT4 6DU
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Type of setting	Childcare - Non-Domestic

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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.

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Description of the setting

Bossingham Pre-School is managed by a committee. It was re-registered when it moved to its current premises in 2011. It is situated within the grounds of Stelling Minnis Primary School, just outside the village of Bossingham, near Canterbury, Kent. The premises are purpose built, and children have access to a large playroom and a small adjacent quiet area. There is an office, kitchen, toilets and a toilet suitable for people with disabilities. All areas can be accessed by people with disabilities. Children have free-flow to an enclosed outside area.

The pre-school is open each weekday from 9am to 3pm during school term times. Children can attend all day or on a sessional basis.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for no more than 30 children under eight years, none of whom may be under two years of age at any one time. There are currently 15 children in the early years age range on roll. The pre-school receives nursery education funding for three- and four-year-olds.

There are four members of staff, all of whom hold appropriate early years National Vocational Qualifications at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress because competent, caring and qualified staff plan well to meet their individual needs. The pre-school is very bright and welcoming. Children benefit from free access to all resources in the well planned indoor environment, and free-flow to the spacious and inviting outdoor areas. Their welfare is promoted by the consistent implementation of safe and hygienic procedures. Children feel safe and secure. They are motivated and ready to learn and make maximum use of most of the resources. Relationships with parents and other professionals are strong. Most systems to share information are robust, leading to progression and consistency of care. The setting has a good ability to maintain continuous improvement, and this has a beneficial impact on outcomes for children.

What steps need to be taken to improve provision further?

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

- increase the two-way flow of information with parents, to promote a shared understanding of children's progress and development, and involve parents in practical ways to support their child's learning and development

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The effectiveness of leadership and management of the early years provision

The pre-school is well run and organised by a supportive committee and enthusiastic, well-qualified and caring staff. Staff are knowledgeable, and parents are well informed about the setting's responsibilities towards safeguarding children. The building is safe, with thorough daily safety checks carried out. Security is good; the remotely controlled gate is only opened for known or expected visitors.

The pre-school has recently moved into this new purpose built building. All resources are well presented and accessible to the children, so they are independent and active learners. A wealth of labelling, posters and print around the room helps children to make informed choices, and shows them that the written word has meaning. Maximum use is made of the spacious and attractive outdoor area, where resources reflect the indoor environment. Children use up energy and practise balance and coordination on the bikes. They practise early writing skills making marks with brushes and water, and are challenged physically on the different sized climbing frames. Although children make very good use of most of the premises, the role play area is less popular as it is not cosy, enclosed and welcoming, and resources are not attractively presented.

The setting shows a good ability to make improvements and sets realistic targets for the future. Parents' views are respected and changes made in response to their wishes. For example, they now open afternoons as a result of parents' comments. There have been improvements in the availability of resources and posters which help children learn about diversity and staff are starting to track each child's progress to identify any gaps in their achievement.

Parents express great satisfaction with the provision. They like the way that activities are led by children's interests. They value staff's good communication; they are kept informed of their children's activities and achievements. They find the staff approachable and welcoming, and are appreciative of the attractive environment. Parents chat to staff daily about their children's activities and well-being, but need to ask to see their developmental folders, as these are not readily accessible. Staff recognise the need for parents to comment on, and be included in their children's learning, but they do not yet comment on or add to their children's developmental records. The setting has good links with the local school in order to ease children's transition into school, and have contacted other schools in the area to extend this good practice.

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

Children make good progress. A good balance of free play and interesting adult-led activities enables children to learn at their own pace, and gain new skills with sensitive support from adults. Staff observe children's play, note their interests and abilities, and plan activities to help each make progress. Children develop a love of books. Staff frequently invite them to share a story book. They rush in from the garden to get a new book, already enthusiastically 'reading' it as they walk along. Adults draw children's attention to letters and sounds, and they think of words which rhyme with their names. Activities such as, bread making encourage children to take turns and work together, use mathematical concepts such as 'half full', and help them to think about how food is made. Children count well, noting 'eight daddy-long-legs' on the window.

Adults have high expectations of children's behaviour, and children behave well. They take turns willingly, using a timer to decide when to let another child have a turn on a bike. They understand the rules, telling adults 'I'm walking!' as they cross the room. Adults model polite behaviour, and as a result, children have good manners for example, asking 'please can I have some water?'

Children develop trusting bonds with adults, and therefore feel safe within the setting. Parents comment that their children 'love all the adults', but also know who their key person is. Staff refer to a pictorial timeline to help children understand the routine, and parents are welcome to stay with their children for settling in sessions, to help them prepare to be left on their own.

Children show that they have a positive attitude to learning. They are interested and motivated, and keen to try new activities, making comments such as 'let's try a puzzle!'

Excellent use is made of snack time to help children make healthy choices of food, and understand cleanliness and personal hygiene. They chat with staff about the benefits of eating fruit, cut it with knives and pick it up with tongs'. They recognise when they are thirsty and ask for another drink. They take their left-overs to the bin and carefully wash up their plates. They independently wash their hands at the correct times, referring to photographs above the wash basin. They understand the effects of exercise on their bodies, saying 'I'm going for a rest now'.

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	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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	2
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: Met

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