

# Bishops Lydeard Pre-School

Village Hall, Bishops Lydeard, Taunton, Somerset, TA4 3LH

<b>Inspection date</b>	24/09/2012
Previous inspection date	12/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are happy and settle quickly, even when new at the setting as they are forming positive relationships with staff and have access to their comfort objects.
- Children are safe due to the appropriate risk assessment of the inside and outside environment.
- Circle-time with qualified, experienced staff is enjoyed by children, particularly during registration, singing and story times.
- Children are developing independence through their self-care routines.

### It is not yet good because

- Staff's knowledge of the revised Early Years Foundation Stage is not consistent. Therefore, some children's learning opportunities are not always fully promoted.
- Children's observations, assessments and identified next steps are not consistent to show their progress towards the early learning goals and do not always identify or influence future activities effectively.
- Specific legal requirements relating to written policies and procedures are not in place, such as the safeguarding policy and complaints record.
- Children do not always learn about good health due to a lack of monitoring by staff with regard to nose wiping and hand washing after eating.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the main hall whilst meeting with the nominated person and the supervisor.
- The inspector conducted a tour of the setting, observed outside play and talked to staff.
- The inspector conducted a joint observation of snack time with the supervisor.
- The inspector looked at safeguarding and welfare documentation, such as risk assessments, self-evaluation and evidence of staff qualifications.
- The inspector looked at children's assessment records and planning documentation and talked to children's key persons.

## Inspector

Sara Bailey

## Full Report

### Information about the setting

Bishops Lydeard Pre-school registered in 1992 but has operated for many years. The pre-school operates from the Bishops Lydeard village hall, near Taunton, Somerset. A large hall and a smaller hall are used by children. There are toilet and kitchen facilities and a

fully enclosed small outside play area. The pre-school also use adjoining park facilities. The pre-school is open each weekday morning during term times from 9.15am to 12.15pm with an all day session on Tuesdays from 9.15am to 3pm. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register, although they only have children on roll within the early years age range. There are 26 children on roll. The pre-school is committee run. They employ a supervisor who holds Early Years Professional Status and a deputy who is qualified to level 3 in early years. A further two staff hold early years level 3 qualifications and one member of staff is working towards a level 3 qualification. Two members of staff are unqualified.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- Ensure the safeguarding and welfare requirements are met by: updating the written safeguarding policy by referring to the Local Safeguarding Children Board procedures and covering the use of mobile phones and cameras in the setting; and keeping a written record of any complaints and their outcome.
- Develop the educational programme for all children by: improving all staff's knowledge of the learning and development requirements; using observations and assessments effectively to know how to provide children with sufficient challenge and show children's progress; and improving the monitoring of staff.

#### **To further improve the quality of the early years provision the provider should:**

- Improve children's learning about good health through effective monitoring of their self-care routines, providing follow up support as required and discussing the importance of washing hands after eating or wiping their noses.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children's starting points are taken into account when they start at the setting, but the observations and assessments carried out following this are inconsistent. For example, written observations on some children are limited and children's progress records are not always completed or updated to reflect the revised Early Years Foundation Stage. This means that children's progress towards the early learning goals is not clear, although through discussion, staff show they have sufficient knowledge of each child's stage of development. Children are generally working within the typical range of development expected for their age. Some staff are confident about how to support children's learning and development, linked to the seven areas of learning, and do this effectively. However, other staff are less confident and do not always support children in their play to provide

them with sufficient challenge.

Although there are no children currently attending with special educational needs or English as an additional language the supervisor is confident about the support available to the setting and how to work with parents to meet individual needs, as they have prior experience. Staff routinely sign 'Good morning' at registration, to which the children sign back in response. Children spontaneously access the mark-making table and staff talk to them about their pictures. This aids children's communication skills. Circle times, such as registration, singing and story time are positive learning activities when led by experienced staff who are able to hold their attention well. Children sit well and engage in large group sessions where they are developing positive attitudes to learning. They enjoy physical play outside and develop fine motor skills as they build towers with bricks.

Informal interaction with all parents is positive and new parents welcome the opportunity to settle their children by staying to play for a short period of time. This benefits both partnerships and the child's settling in experience. Parents receive sufficient information about their child's progress, although the setting has yet to implement the progress check at age two.

### **The contribution of the early years provision to the well-being of children**

Children are happy and they are forming positive relationships with their key person and other members of staff. Children's individual needs are appropriately understood regarding their self-confidence and feeling of security as they are able to access their comfort items when they feel the need. Those children known to take a little longer to settle in the mornings are sensitively encouraged into the session rather than rushed. Staff recognise and praise children's achievements, which has a positive effect on their well-being. Children are developing appropriate independence skills such as pouring their own drinks, accessing the toilets and wiping their own nose. These are positive skills for their next stage of development and readiness for school. However, new and less confident staff members supervise key routines, such as morning snack, which impacts on the children's learning at this valuable social time. For example, conversation is not promoted well and children's preference for which hand they use is not taken into account when given a jug to pour their own drinks.

Children enjoy daily outside play, with some opportunities for free-flow between the inside and outside environments. Staff are generally well deployed during the session. A board showing photographs of various resources is displayed at the children's height and enables them to see what is available. This aids children's communication and self selection of activities. Resources are sufficient although the range set out for children is often repetitive.

Children generally behave sensibly and show a sound awareness of how to keep themselves healthy and safe. They practice regular fire drills and listen as staff remind them not to run inside. Children wash their hands after using the toilet and before snack, but they do not clean their messy hands after eating or after wiping their noses, which is

not hygienic as they return to playing with toys.

### **The effectiveness of the leadership and management of the early years provision**

The leadership and management of the setting have a sound understanding of their responsibilities in meeting the learning and development requirements, although changes following the revised Early Years Foundation Stage have not fully come into effect. For example, the pre-school policies are still in the process of being updated which means they have not yet been shared fully with staff or parents. The written safeguarding policy does not yet cover the use of mobile phones and cameras in the setting. However, there is no impact on children as this policy is known by staff. The supervisor is the designated person for safeguarding. She has attended training in the past which gives her a sound knowledge of child protection issues but she is booked on an appropriate course to further improve her understanding for her role within the setting.

Risk assessments are carried out and all potential hazards to children have been identified and appropriately addressed. It is a requirement to keep a written record of any complaints and their outcome. However, a complaint received by the setting following their last inspection has not been appropriately recorded to show the outcome. There is no negative impact on children as a result of this breach. There are generally appropriate recruitment and induction processes in place, although the importance of experienced staff modelling effective teaching has not been well considered. Staff appraisals take place but the opportunity for ongoing feedback to staff has not been routine. As part of a joint observation during the inspection, the supervisor fed back her observations skilfully to help a practitioner develop her skills and she has identified the importance of this practice continuing. She has also decided to cascade her findings from her observations of staff at the next staff meeting to ensure consistency and improve teaching. This is positive. The supervisor works hard to support unqualified staff in the delivery of the Early Years Foundation Stage and monitors their key children's learning journeys to ensure no child is disadvantaged.

Partnerships with parents are developing. The lack of complete readiness for the revised Early Years Foundation Stage has impacted on the quality of information parents receive at the beginning of term. For example, informative parent handbooks have been prepared by the supervisor but they have yet to be shared with the committee for approval and be distributed. Links with other settings children attend are also developing. The leadership and management are aware of some of their weaknesses and are beginning to take action to address these. They feel they have improved since their last inspection. There is evidence that the recommendations raised at the last inspection have been improved upon.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	143080
<b>Local authority</b>	Somerset
<b>Inspection number</b>	814045
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Bishops Lydeard Pre School
<b>Date of previous inspection</b>	12/05/2009
<b>Telephone number</b>	07754502478

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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