

Bucknell Playgroup

Bucknell Primary School, Bucknell, Shropshire, SY7 0AA

Inspection date	10/12/2012
Previous inspection date	03/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children feel safe and secure within the setting. Staff provide a caring environment for children to enjoy familiar routines.
- Staff are confident in extending children's independence as they encourage children to manage their own personal needs and choose their activities throughout the session.
- Strong relationships in place with external agencies and the local school foster effective bonds which contribute to children's learning.

It is not yet outstanding because

- The self-evaluation process does not consistently take into account the views from others to help further identify areas for improvement.
- There is scope to improve children's access to resources that reflect equality and diversity to support their understanding of the wider world.

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.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector spoke to the manager and staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children.

Inspector

Lesley Bott

Full Report

Information about the setting

Bucknell Pre-school registered in 1986 and is on the Early Years Register. It operates from the school hall within St Mary's C of E Bucknell Primary School, in South Shropshire. There is an enclosed area for outdoor play. It is open during term times on Monday from 9am until 12.45pm and on Wednesday and Thursday from 9am until 3.15pm. Children attend for a variety of sessions.

The Pre-school employs two members of child care staff and also uses volunteer helpers at times. Of these, both hold appropriate early years qualifications at level 3. There are currently 11 children attending who are within the early years age group. The pre-school

provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- build on self-evaluation by extending how the views of parents and children are incorporated, to further assist in identifying areas for improvement
- extend resources that reflect diversity to further improve children's understanding of the wider world.

Inspection judgements

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

All children have an enthusiastic approach to learning. Staff have a good knowledge and understanding of the revised Early Years framework, and use this to engage children's interest throughout the sessions. Secure planning across the seven areas of learning ensures that all aspects are sufficiently included. Observations and assessments are used effectively to identify and plan for children's next steps in learning.

All children benefit from opportunities to play outside on a daily basis as they develop their physical skills. In addition, they also have opportunity to investigate the natural world as they use the 'forest school' attached to the school where they are based. Children enjoy the outdoors regardless of the weather as they climb and develop their balancing skills on the big tractor tyres, and examine the 'wormery'. All children benefit from access to a good range of equipment. However, there is scope to improve access to resources that depict the wider world, to ensure they can experience positive images and gain an understanding about others.

Staff have high expectations for all the children. They listen perceptively to the children, and skilfully question them during activities in order to extend and improve their language. For example, children enjoy the 'show and tell' time at circle time. They build on their confidence as they talk about what they have brought from home explaining why it is so special.

Children are encouraged to be independent as they prepare for their next stage of learning, such as starting school. For example, they put on their own coats and hats

before going out, and self-register themselves as they find their name and put it onto the tree when they arrive. Parents contribute to initial assessments of children's starting points on entry and they are kept well-informed about their child's progress. For example, staff and parents work together on the two-year-old progress check which have been well-embedded into the practice. The setting has strong links with the school, to ensure a smooth transition for the children. For example, more able children have the opportunity to be challenged further in their learning as they visit the reception class for phonic work on a regular basis.

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

The successful implementation of the key person system ensures that all children are able to form secure emotional attachments and bonds. Young children settle easily as staff work with parents to ensure that they have a secure knowledge and understanding of their interests and routines.

All children show a strong sense of belonging within the setting. They display high levels of confidence and self-esteem as they demonstrate an awareness of responsibility. For example, children enjoy having 'special responsibilities' as they count the number of children at snack time, and take part in 'tidy up' time, knowing where equipment is stored. Staff are good role models, providing clear guidance of acceptable behaviour to all the children particularly at meal times. The pre-school children join the older children from school as they all sit together at lunch time. This helps to increase their confidence and self-esteem and prepare them for moving into school. Children begin to learn about healthy eating as they experience nutritious and well-balanced cooked meals from the school kitchen.

Children have opportunities to take part in weekly forest school activities which enable them to explore and investigate. At the same time, they are learning about taking risks and the need for physical exercise. In addition, investigative skills are well-promoted through low-level storage of resources for children to easily access.

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

All staff have a secure knowledge and understanding of safeguarding issues and the procedures to follow. Robust vetting and training of all staff and volunteers ensures only suitable people have access to the children. A self-evaluation is in place which includes well-embedded strategies for improvement. However, there is scope for improvement as the process does not always include the views of parents and children to help identify strengths and areas for development.

Recommendations raised at the previous inspection have been addressed and implemented into practice to raise standards. Staff regularly attend training in order to continue with their professional development to improve their knowledge, understanding

and practice.

Rigorous systems are in place to observe, assess and monitor each child's progress as well as monitoring staff's performance. Consequently, this identifies any groups of children who may need extra support in their learning. Parents and carers can view and discuss their children's learning journey records with their child's key person at any time. Termly newsletters keep parents informed of events and achievements on a regular basis to ensure that they are well-informed of their child's achievements. Well-established links with other settings and professionals involved in supporting the children's care and education ensure that individual needs are identified and met.

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
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

Unique reference number	224056
Local authority	Shropshire
Inspection number	818249
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	11
Name of provider	Bucknell Play Group
Date of previous inspection	03/12/2008
Telephone number	01547 530264

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

