

# Buckingham's Pre School/Out of School Club

Staffordshire County Council, Leek County First School, East Street, LEEK, Staffordshire, ST13 6LF

<b>Inspection date</b>	20/03/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 Not Applicable
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

- The small team of staff work closely together and form close relationships with all children. Therefore, children are secure, confident and build high self-esteem.
- Rigorous recruitment of staff, effective partnership working and strong bonds between children and staff ensure children are very well safeguarded.
- The enthusiastic staff show a strong commitment to their professional development and the continual development of the high quality early years provision to children and their families.
- Strong and effective partnerships between the pre-school, parents and the co-located schools ensure that children are supported well in their learning and in their transition to school.

### It is not yet outstanding because

- Children are not always fully engaged in exciting activities and, at times, become restless during some small group activities and daily routines.
- Resources to encourage children to practise and develop their very good writing skills or explore the natural environment are not always accessible or routinely used in different areas of the learning environment.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 spoke to children and observed activities in playrooms and outdoor play areas.
- The inspector held a meeting with the pre-school manager, business manager and provider.
- The inspector spoke to members of the staff team about the progress of their key children and their understanding of the pre-school's policies and procedures.
- The inspector looked at children's observation and assessment records, planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector took account of the views of parents and children spoken to on the day of the inspection.

## Inspector

Barbara Wearing

## Full Report

### Information about the setting

Buckingham's Pre School/Out of School Club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four privately owned settings and operates from three rooms within Leek County First School in the Leek area of Staffordshire. The pre-school serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, including two staff who have an early childhood studies foundation degree.

The pre-school opens Monday to Friday during term time only from 8.45am to 3.30pm. The out of school operates from 7.30am to 9am during term time only. Children attend for a variety of sessions. There are currently 45 children attending the pre-school who are in the early years age group, and 32 children attending the out of school club, five of whom are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

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

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

- review the organisation of small group times and some daily routines to further engage children in purposeful play and effective learning
- provide further opportunities for children to spontaneously investigate and explore the natural world; for example, by using resources such as magnifying glasses and bug bottles
- extend opportunities for children to develop and consolidate their writing skills by providing and promoting the use of a wider range of writing materials in various areas of the room.

### Inspection judgements

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

Staff have a secure understanding of child development, how children learn and the 'Development Matters in the Early Years Foundation Stage' guidance. This enables them to carry out meaningful observations and assessments of children's achievements and interests and to track their progress towards the early learning goals. Staff and parents share in the celebration of children's achievements at home and pre-school, and these are displayed on 'proud portholes' on the picture of a boat in the corridor. A high regard is given to supporting parents in extending their children's learning at home, helping their children to develop good skills for the next steps in their learning, including school. The introduction of 'play days' have been a particularly successful initiative. Parents are invited to spend time in the pre-school playing alongside their child and observing their learning and development. This is generally planned to coincide with the 'next steps' meetings when parents and staff discuss children's progress during the past term and plans for their future learning. Staff then write summary assessments to reflect this and to track children's progress towards the early learning goals. These include progress checks at age two years which ensure that if gaps in children's learning are quickly identified and the appropriate support is sought to enable them to make good progress in their learning. Staff recognise and value children's different personalities, skills and ways of learning and exploring the environment. They work closely with parents and other professionals and give good support to children with special educational needs and/or disabilities.

Staff are skilled in their interactions with children. They routinely ask questions to extend and challenge children's learning during adult-led activities, children's freely chosen play and daily routines. Therefore, all children progress well towards the early learning goals from their individual starting points. Staff model and extend children's language well and children become confident and skilled communicators. They eagerly chat to staff and each other throughout the day. They share their ideas and interests, make requests and talk about their play and past events.

Staff extend children's language and understanding of different materials as they make play dough during a small group activity. They ask them to describe how the ingredients feel and to observe how it changes as they mix it together. However, as one bowl is used between six children, they do not have time to fully explore the ingredients and some children lose interest in the activity as they wait for their turn. During another small group activity, children display their excellent understanding of number and staff skilfully adapt their questioning to challenge all children. Children wait for their turn to choose a peg board in the shape of a numeral. They identify the numeral and count the number of pegs they need to coincide with it. Staff ask more able children if they have too many or too few and how many more they need. When clearing away cups at snack time, a child states that two plus two equals four and staff proudly recognise and share their achievement.

Children are beginning to show an interest in letters and writing. Some can recognise letters on a keyboard and eagerly point them out on their name cards. Other children can write their own name and are encouraged to do so on their drawings or artwork. A suitable range of writing materials are easily accessible in the writing area and outdoor play area. However, resources are not routinely available or used in other areas, such as role play, to enable children to practise and consolidate these skills. Children enjoy looking at books and listening to stories in groups, with friends and on their own. A wide range of

books and reading materials are accessible in various areas of the room to encourage all children to develop an interest in books and an understanding of reading for different purposes.

Children relish their time in the well-resourced outdoor play areas. They develop a range of large muscle skills as they use the adventure playground. They climb, balance, swing, run and jump with increasing skill, strength and spatial awareness. Indoors, children develop their coordination and skills in expressive arts as they engage in music and movement sessions. They watch and copy staff intently as they pretend to sprinkle seeds and crouch down and stretch up as they grow like flowers. Children have some exciting opportunities to develop an understanding of the natural world, for example, as they watch turkeys hatch from eggs. However, there are limited consistently accessible resources, such as magnifying glasses, to enable them to freely explore and study the natural world as and when they find things of interest. There are a good range of resources available to promote children's skills and understanding of technology. These include walkie-talkies in the well-resourced construction site areas, timers in the kitchen area and a computer.

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

The pre-school offers children and their families a bright, homely and welcoming environment. Children form very close and secure bonds with staff and confidently explore the stimulating environment and good range of high quality resources. Staff are positive role models for children and treat each other, parents and children with high levels of care and respect. They have appropriate expectations of children's behaviour, with due consideration for their age and abilities. Children play happily within the boundaries, receive praise for positive behaviour and are gently reminded of the rules when necessary. Staff and parents share information regarding children's individual needs and these are respected and met accordingly, ensuring all children are included in the full range of activities and routines.

On the whole, the daily routine is well organised and for the vast majority of the day children are interested and engaged in their play and display the characteristics of effective learning. However, at times children become restless or lose interest as they have to wait their turn during some small group activities and daily routines, for example, when waiting for their turn to pour their milk at snack time or serve their own dinner. Children of different ages benefit from opportunities to play together and choose freely from activities within both group rooms and the communal area. This enables siblings to spend time together, younger children to learn from older children, and older children to care for younger children. This also eases the transition from the two- to three-year-old group room to the pre-school room. Highly effective partnerships with parents and the co-located schools are a key to supporting children in making smooth and happy transitions from home to pre-school and from pre-school to school. Children's transition to school is very well supported as they have regular opportunities to become familiar with school staff, the environment and routines before they leave pre-school.

Healthy lifestyles are promoted well as children have plenty of opportunities to benefit

from fresh air and exercise. They enjoy nutritious snacks and meals and are regularly reminded to have drinks from their own water bottles. Children demonstrate an understanding of healthy eating and are developing independence in their personal hygiene. During snack time they tell staff that milk is good for their teeth and learn that sugar is not. They blow their own noses, dispose of tissues in the bin and wash their hands with support from staff. While playing on bikes and in cars outside, children show their road safety skills. They tell staff that they are the 'crossing lady' and correctly inform staff that they should cross on the zebra crossing and that red means stop and green means go. Staff have a high regard for children's safety at all times, while giving them opportunities to explore and develop skills and independence.

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

The provider, managers and staff team take pride and pleasure in their work with children and families. They show a strong commitment to the continued development of their own and their colleagues' professional skills and of the pre-school provision. Views of parents, staff and children are routinely sought through informal discussions and feedback, observations of children at play and questionnaires. The pre-school is proactive in establishing some excellent partnerships with schools, parents, the local authority and a range of other professionals. These are effective in sharing skills and best practice and in the identification and introduction of initiatives to improve services to families. Examples of these include the implementation of the 'play days', establishing links with health visitors to develop a coordinated approach to the progress check at age two years, and children's ideas in the development of the indoor and outdoor 'construction sites'. Feedback from parents is positive. They value the friendly staff and welcoming environment and feel that they are supported well in enhancing their children's learning at home as well as at pre-school.

Utmost priority is given to safeguarding children and the pre-school works closely with other agencies and parents to ensure children are safeguarded well. Staff are confident of the procedures they must follow if they have concerns that a child may be at risk of abuse or neglect. They know children well and observe them closely, and are aware of when and how to refer concerns to the appropriate manager or agency. Staff understand the whistleblowing policy and are clear that the protection of children is paramount at all times. The pre-school has comprehensive policies, procedures and records that are consistently applied and regularly reviewed to promote children's safety and welfare. These include accident and medication records that are regularly analysed to identify any concerns and highlight any hazards as part of the risk assessment process. Rigorous recruitment, vetting and induction procedures ensure that staff are suitable and have appropriate qualifications to work with children.

The management team have a strong ethos of reflective practice and promote a sense of ownership for staff within the pre-school. They have high expectations of staff. Various systems are in place to identify areas for their professional development and they are given support and training to help them to fulfil their roles and responsibilities and develop their skills and early years practices. Managers spend time within the group rooms to

observe the quality of staff interactions with children and reflect on the effectiveness of the educational programme and physical environment. The quality and effectiveness of observation, assessment and planning records is checked on a regular basis. Training has been arranged to enhance staff skills in this area and enrich their understanding of child development. Regular team meetings provide opportunities for staff to discuss children's progress and developments within the pre-school. Annual appraisals provide a formal opportunity to reflect on professional performance and aims for future learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **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 action. 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>	EY441828
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	809293
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Buckingham's Nursery School Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01538373773

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://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](mailto: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, which are usually the childminder's 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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

