

Bourton and Zeals Preschool

Playing Fields, West Bourton Road, Bourton, Gillingham, SP8 5FG

Inspection date	30/04/2013
Previous inspection date	11/01/2011

The quality and standards of the early years provision	This inspection:	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 generally making satisfactory progress in their learning.
- Staff support children in learning how to keep themselves safe through enabling them to take controlled risks.
- Staff provide good support to children who are less settled when they arrive.
- Children build secure relationships with the staff and other children.

It is not yet good because

- The observation, assessment and planning systems do not fully support individual children's needs and interests to help them make the maximum progress.
- Children's achievements from home are not always taken into account to enable staff to plan from when children first start.
- The systems to monitor and evaluate the provision to identify strengths and areas to develop are inconsistent and do not identify key areas that require improvement.
- The outside area is not used effectively to enable children to have choice in whether to play inside or outside.

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 completed a joint observation with the manager.
- The Inspector spoke to parents to gain their views.
- The inspector observed staff and children in the playroom and outdoor area and spoke to staff at different times during the inspection.
- The inspector spoke to the manager at a convenient time to discuss emerging issues.
- The inspector viewed a range of documentation, including policies and procedures, staff files, children's records and progress records.

Inspector

Lorraine Sparey

Full Report

Information about the setting

Bourton and Zeals Pre-School first registered in 1985 and re-registered at their current premises in July 2010. This parent committee run pre-school operate from a purpose built premise situated in the grounds of St George's Church of England School, Bourton, Dorset. Children have use of a main playroom, cloakroom and associated facilities and have access to any enclosed outdoor area situated at the side of the premise. Children also have use of the school grounds.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 28 children on roll, all of whom are in the early years age group. The pre-school is in receipt of funding to provide free early education for children aged two, three and four years.

The pre-school is open Monday to Friday from 9.00am to 4.00pm, term time only. The parent committee employ an overall pre-school leader and six staff, all except one are qualified in early years. The other member of staff is currently undergoing training.

What the setting needs to do to improve further

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

- improve the systems to monitor staff performance to make sure they are supporting children with their learning and development
- improve the observation, assessment and planning systems to make sure every child is effectively challenged to support their learning and development, taking into account their individual needs and interests.

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

- review the use of the outdoor area to promote children's choices in their play and learning
- review the systems to gather information about children's achievements at home to enable staff to plan from when children start at the pre-school.

Inspection judgements

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

Children arrive at the pre-school happy and quickly settle into activities. They generally make satisfactory progress in their learning. Staff support children who are less confident, giving them cuddles and attention, which helps children feel more comfortable. Children participate in an appropriate range of activities and play opportunities, some of which are linked to their individual interests. For example, some children show an interest in dinosaurs and staff provide interesting opportunities, such as searching for dinosaur bones in porridge oats. However, because staff plan play activities for individual children on rotation, this means that some children do not have the opportunity to continue with their interests. Consequently, these children do not make good progress in their learning because they are not sufficiently challenged or interested. There are some systems to gather information about children's individual needs when parents register their children. However, this information does not cover children's development and their achievements at home to enable staff to effectively support children's learning from the start. Staff do not always use the observation and assessment systems effectively to help them identify children's next steps in their learning. For example, planning allows for staff to identify target children for specific activities. However, in practice staff are not using this to provide sufficient challenge for all children. Staff are beginning to prepare to complete a progress check for children aged two to three years.

Children's communication and language skills are developing. They are encouraged to talk about their news during circle time. Some children bring in toys and objects from home and are keen to show and tell their friends. Children are encouraged to listen to a story, and they join in identifying aspects of the story or in the pictures that they recognise. Staff have supported groups of children who have had speech and language delay, and as a result, the children are making steady progress. Children are encouraged to be independent in their choices during their play, with a range of activities available. Several children choose to put pegs in a pegboard. They cooperate and play well together. However, staff do not always offer sufficient challenge to the children to further support their development. For example, by asking them to count and talk about the colours or shapes. Consequently, some children lose interest and wander off.

Children participate in role-play. There is some positive interaction from staff to encourage them to talk about what they are doing through open-ended questions. For example, children pretend to cut the pizza with a knife; a member of staff asks 'is that how mummy cooks?' Children act out familiar roles. They put the dolls in a high chair and pretend to feed them. They talk about how they pretend a plastic tomato is the steering wheel in their car. However, at times staff automatically put the clothes on the doll rather than encourage children to do it for themselves. As a result, children are not always encouraged to be independent and try new skills. Children have some opportunities to develop the skills to support them in their future learning. The pre-school provides specific sessions supporting children in learning the skills they will need for school. For example, learning to get undressed and dressed for physical education sessions.

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

Children sing songs during the morning 'wake and shake' session, encouraging them to get their bodies moving in preparation for learning. Staff support children well in learning about how their bodies are changing through exercise. There is good discussion about how our hearts beat faster. Children put their hand on their neck, saying 'I can feel my heart'. A member of staff explains that is called a 'pulse' and we can also measure our pulse in our wrists. Several children enjoying experimenting, feeling their wrists and trying to find their pulse. Children follow appropriate hygiene routines, automatically washing their hands at appropriate times. They benefit from some opportunities to play and exercise in the outdoor area.

Children learn how to keep themselves safe. The staff ask the children 'why they need to complete the register?' Children reply 'in case there is a fire'. At other times, children use large pieces of wood in the outdoor area to create pirate ships. Staff support them in recognising how to move the pieces of woods without hurting themselves or others. Children build their own obstacle courses and show increasing confidence as they jump on the different parts of the course. Staff are close by to remind them how to use the objects carefully and safely.

Children behave appropriately given their age and stage of development. Staff support children in learning how to negotiate and recognise the impact of their behaviour. For example, children have a disagreement during an activity, which results in them raising their voices. The member of staff gets down to their level and explains that the other children might feel scared if you are shouting. She supports them into sharing and cooperating together. Staff use praise and encouragement to enable children to recognise the boundaries and expectations. Children have some opportunities to learn about the wider world through celebrating various festivals, such as Diwali and Chinese New Year.

There is a good range of equipment and resources, both in the playroom and the outdoor area. In general, children can choose from the low-level draws to promote choices in their play. At times, the pre-school routines are quite structured and do not enable children to freely choose whether to play inside or outside.

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

The management and the committee have implemented some systems to monitor and evaluate the provision. For example, they request parents complete a questionnaire on an annual basis. Any suggestions they make are fully considered and implemented where possible. The manager has begun to complete a self-evaluation form and has devised a basic action plan as a result of the visit from the local authority. However, these systems

are not effective in identifying all the areas that require development. This is particularly relevant to the monitoring of staff performance and making sure that children are effectively challenged. There are some systems to monitor the educational programme. This is predominantly through staff completing observations and assessments; however, children's individual files differ. Some children have several observations and others have less so. Consequently, children are not always sufficiently supported in making the maximum progress, given their starting points.

The committee and staff demonstrate appropriate knowledge and understanding of the safeguarding and welfare requirements. Staff are supported in attending training and the designated people on the committee for safeguarding have also completed training. This means that staff and the committee are able to respond appropriately to any concerns with regard to a child's welfare. There are risk assessments in place supporting staff in providing a safe and secure environment. Suitable recruitment and vetting procedures enable the committee to appoint staff that are suitable for their roles. There is an adequate induction procedure and staff have regular supervision and an annual appraisal. This supports them in identifying any training needs to support them in their role. The pre-school is currently in the process of restructuring the staffing group.

Staff develop positive relationships with parents and carers. This is through the clear information provided on the noticeboard, regular newsletters and discussion with staff. Parents are encouraged to be involved in their children's learning through the home link diary. Parents report that they are pleased with their children's progress, and they feel the staff are caring and supportive. There are some systems in place to share information with other early years providers. The pre-school develops good relationships with the local schools. Teachers visit the pre-school to visit to meet the children that will be going to their school. There are good relationships with the local health visitors to provide good support to individual children.

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

Unique reference number	EY412167
Local authority	Dorset
Inspection number	816381
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	25
Number of children on roll	21
Name of provider	Bourton and Zeals Preschool Committee
Date of previous inspection	11/01/2011
Telephone number	07889590255

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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, 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.

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