

Blues Pre School

Inspection report for early years provision

Unique reference number 127805
Inspection date 03/11/2011
Inspector Barbara Stanley

Setting address London Road, Bishop's Stortford, Hertfordshire, CM23 3LU

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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

The setting was registered in 1992. It is run by trustees and a committee of parents and staff. The setting operates from a mobile unit in the grounds of Bishop's Stortford High School close to the centre of the town. There is ramped access to the building and flexibility to adapt if necessary. All children share access to a secure enclosed outdoor play area.

The setting is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The setting may care for no more than 24 children under eight years, of these, none may be under one year at any one time.

Currently there are 60 children on roll 21 of whom are in receipt of early education funding. The setting has also been selected to offer up to 15 hours free for two year olds. The pre-school employ nine staff, of whom, four hold appropriate qualifications and two members are working towards a qualification. The manager has achieved the Early Years Foundation Degree. The provision supports children with English as an additional language and special educational needs.

The provision opens from 9.10am to 12.10pm and 12.20pm to 2.50pm, flexibly, term time only. It also provides a holiday club for children under five years for two weeks in the summer holiday from 10am to 1pm. The setting is currently undertaking the Pre-school Learning Alliance 'Reflecting on Quality' accreditation scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Policies and procedures are in place to ensure children's welfare and staff's professional development supports children in their progress. Most children are consistently making progress towards the early learning goals. Partnership with parents is outstanding as they are given opportunities to understand and be involved in their children's learning. Equality and diversity is promoted as they endeavour to give every child the opportunity to learn and develop in their own unique way. Continuous improvement is evident as they accurately identify strengths and weaknesses. However opportunities to free flow into the outdoors do not fully support all children's learning and development.

What steps need to be taken to improve provision further?

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

- use observational assessments and individual next steps to inform planning for each child's continuing development
- link the indoor and outdoor environments so that children can move freely between them.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well-protected in the setting because effective policies and procedures are in place and adhered to by all staff. All staff are suitably vetted and suitable to work with young children. Children are kept safe by ensuring doors and gates are locked at all times and records are kept of visitors to the setting. Risk assessments are regularly reviewed and daily checks carried out which minimises risk from possible hazards. This allows the children to move freely around the setting following their own sense of play. Children are further protected by the consistent record keeping of accidents, administering of medication and attendance.

The manager holds an Early Years Foundation Degree and all staff are knowledgeable about the Early Years Foundation Stage curriculum. Staff are encouraged to continue in their professional development ensuring children have knowledgeable adults to facilitate their learning. The setting engages successfully with other providers and professionals contributing to supporting every child's welfare and learning. Staff sensitively support children with special educational needs and or disabilities. They readily seek professional support and adapt activities to ensure all children experience success. An effective equal opportunities policy is regularly reviewed and supports the staff well. This ensures all children make good progress towards the early learning goals.

Partnerships with parents is outstanding as they work together to identify strengths and weaknesses to further develop provision and practice. Areas for development are identified and the staff and committee work collaboratively to address them. Previous complaints and recommendations have been dealt with promptly and effectively. Sharing of information is a two-way process as parents complete 'All about me' forms throughout the year and staff invite parents to look through and discuss children's special books and progress. This allows each child to be well-supported and included in all aspects of the life of the setting. The environment both indoors and out is well-planned and organised giving children many and varied age-appropriate activities to engage in. This enables children to actively learn through play and make good progress in their learning and development. Parents have the opportunity to further their own understanding via the setting's website and related child development links.

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

Children are safe because all staff adhere to policies and procedures that are in place. Children demonstrate they feel safe by behaving well in the setting and showing awareness of the routines and behavioural expectations. Staff and children have positive relationships and communicate well with each other. The children readily allow staff into their play which facilitates the development of language, counting and personal and social skills. Relevant topics are used to

educate children about safety, including that they have the right to express their opinions.

Children are developing an awareness of being healthy as they discuss food choices and good hygiene practices. They discuss healthy teeth, blowing noses, washing and cleaning and types of clothes to wear for different weathers. Children automatically wash their hands before going to the table. Children have stimulating opportunities for physical exercise such as walks in the forest, sit on cars, playing with large tyres and planks and large hanging musical pots and pans. Children enjoy feeling their heart after a run.

Children enjoy coming to the setting. Staff establish children's starting points and observe them regularly to identify children's next steps and demonstrate progress towards the early learning goals. However, this information is not used to inform planning for the individual development of each child. This involvement is vital to the settling in and on-going development of each child. There is a good balance of adult-led and child-initiated activities, enabling children to gain skills and knowledge and to practice and embed learning. Activities presented to children are interesting and children engage well during adult-focused activities. Children join in and participate well when asked or move freely about the room choosing activities that follow their own sense of play. Staff sensitively intervene in children's play supporting language acquisition, knowledge and skill development. Children talk about past experiences of Halloween dressing up and of experiences when trick or treating. Children are developing independence as they are supported to self-register and put on their own aprons and coats.

The outdoor area is imaginatively laid out and opportunities for development in all areas of learning are evident. The outdoor area is not used as effectively as it could to support all children's progress towards the early learning goals. Indoors is well-planned and children move freely around the room. Children feel valued as their pictures and comments of likes and dislikes are displayed on the wall. Other displays support learning and reflect children's own work. Links to the current theme support children to make links in their learning. Evidence of 'The three little pigs' can be found around the setting and children enjoy going for a walk to find the wolf! Photographic evidence shows children observing butterflies hatching and the experience of visiting farm animals. Children's shop play is further developed as they weigh foods, saying when it is heavier or lighter. Children are developing skills and attitudes of good learners as they put aprons on when painting, access toys and equipment and help to tidy up after milk bar and playtime.

Children develop friendships as they play together, share and take turns. Children develop a respect for themselves and others as they learn about other cultures and beliefs through planned festivals and celebrations throughout the year. Staff make effective use of topics, books, visitors and activities to introduce diversity and difference.

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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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