



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 402207

DfES Number: 512462

INSPECTION DETAILS

Inspection Date 23/01/2004
Inspector Name Amanda Jane Morris

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Buttsbury Preschool
Setting Address Perry Street
Billericay
Essex
CM12 0NX

REGISTERED PROVIDER DETAILS

Name The Committee of Buttsbury Pre-school Committee

ORGANISATION DETAILS

Name Buttsbury Pre-school Committee
Address Perry Street
Billericay
Essex
CM12 0NX

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Buttsbury Pre-school opened in 1976. It operates from one room in a single storey building within the grounds of Buttsbury Infants School in Billericay. The Pre-school serves the local area.

There are currently 79 children on roll. This includes 40 funded 3 year olds and 17 funded 4 year olds. Children attend for a variety of sessions.

The setting supports a small number of children who have special needs. No children currently attend who have English as an additional language.

The group opens five days a week during school term times. Sessions are from 9.00 until 11.30 and 12.30 until 15.00.

Thirteen part time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two members of staff are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership(EYDCP).

How good is the Day Care?

Buttsbury Pre School provides good care for children.

The manager and staff are committed to expanding their knowledge through training, which provides children with a richer experience. Staff are well deployed within the setting and good use is made of space and resources. The operational plan is currently being developed. Children are given good support and care. The premises are clean, organised and child orientated. There is a wide range of suitable toys and play materials available to provide stimulating activities and play opportunities for children. Records are well maintained and accessible to parents.

There is an effective system for managing access to the premises and security is maintained at a high standard. Staff have a good awareness of health and safety and are supported by a comprehensive health and safety policy. Staff promote the

good health of the children and take positive steps to prevent the spread of infection. Children are provided with healthy snacks and can access drinking water throughout the session. Staff have a good working knowledge of child protection issues and ensure that any concerns are dealt with effectively.

Staff support children well and respond positively to their interests, listening intently to what they have to say. As a result children are calm and confident in their surroundings. There are a broad range of activities available, which provide children with interesting challenge. Children are valued, and respected by staff, who ensure that individual needs are met. Children's good behaviour is positively acknowledged by staff who use lots of praise and encouragement. Strategies for dealing with inappropriate behaviour are appropriate to children's ages and stages of development.

The group is successfully working in partnership with parents. Parental comments are very positive. Parents are provided with information about themes and the early learning goals and are encouraged to extend these at home.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Children make decisions, explore, investigate and relate well to one another. There is a wide range of suitable toys and play materials available to provide enjoyable play activities and opportunities for children. The play equipment is stimulating. Children are involved in a broad range of activities that support their imagination and creativity. Children are confident, absorbed and interested in their play. There is a good rapport between staff and children resulting in a calm and relaxed environment.
- Staff have a good awareness of each child's individuality and ensure all children have access to the full range of activities. Staff value and respect children's differences and positively recognise them. They encourage positive attitudes and make children feel valued and good about themselves.
- Strategies for dealing with behaviour are appropriate to children's ages and stages of development and are consistently applied. Staff value good behaviour and foster children's self esteem.

An aspect of outstanding practice:

The manager and staff have worked together to provide children with activities to support the celebration of Chinese New Year. The activities have been varied and provide children with a good insight into Chinese culture and beliefs. Children have made a Chinese dragon and were actively encouraged to participate in dragon dancing. All children joined in with this activity, and if not dancing as part of the dragon, were encouraged to join in with musical instruments, playing along to Chinese music. Children were enthralled in this activity and participated fully. Children are developing a good understanding of the world around them, and are

able to talk about various cultural experiences with their friends and parents.

What needs to be improved?

- the staff induction programme
- the development of the operational plan and risk assessment
- the child protection policy, to include the procedure to follow if an allegation is made against a member of staff.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
1	Devise and implement a staff induction programme.
2	Develop the operational plan.
6	Review the risk assessment procedure for the premises.
13	Review the child protection policy.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Buttsbury Pre-School is generally good. It enables children to make very good progress towards the early learning goals in their personal, social and emotional development, knowledge and understanding of the world, and creative development, and generally good progress in all other areas of learning.

Teaching is generally good. Staff provide interesting and appropriate activities to help children learn. Planning does focus on all six areas of learning, however it does not include evaluations. Children's observations are not used to plan for the next steps in children's learning. There is sufficient challenge provided and activities are pitched at varying abilities so that all children can participate. Children behave well in response to the high expectations and sensitive support of staff. Activities are well managed, sustaining children's interest, imagination and participation. Staff interact well during children's play, explaining and questioning children to further their learning. Children are provided with continual praise and encouragement, fostering good self esteem.

Leadership and management are generally good. The manager has worked hard to develop a strong staff team and is committed to providing opportunities for staff development. The manager and staff are committed to the improvement of care and education for all children. The manager is aware that the planning for the early learning goals and assessment of children's progress require development and is in the process of reviewing this.

Partnership with parents is generally good. Parents are provided with a detailed prospectus and information concerning themes and the early learning goals. Staff provide a welcoming environment in which parents are able to discuss their child's development. Parents have many positive comments about the care and education that their children receive at the pre-school.

What is being done well?

- Children are interested, excited and motivated to learn. They are confident to try new activities and to speak in familiar group settings, especially at circle time and when sharing their news.
- Children are able to find out about the wider world and different cultures and beliefs through resources, displays, the celebration of festivals and through visitors to the group. Children are encouraged to explore and investigate how things happen.
- Children are good at using their imagination. Role-play is often directed by older children who encourage younger children's participation. Children express themselves enthusiastically using musical instruments, recognising

sound patterns and repeating them. There are many opportunities for children to experiment with musical instruments.

What needs to be improved?

- the systems for planning for the early learning goals and assessing children's progress. Use regular observations of what children do and understand to identify the next steps of learning by building on what children already know
- the opportunities for children to further develop their communication, language and literacy by linking sounds to letters and reading familiar words
- the opportunities for children to develop mathematical concepts in relation to calculating, shape, space and measure.

What has improved since the last inspection?

The pre-school has made very good progress in response to the key issue identified at the last inspection. At the last inspection the pre-school were requested to set firmer guidelines for children during 'whole group' activities. Staff now provide children with very good support at circle and story time. The activities provided hold children's interest well. If a child is finding difficulty in sitting and listening then 1:1 support is provided by the child's key worker. Children's developmental age and stage is taken into account when organising activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self-esteem are supported by staff who are sensitive to their needs and know them well. Children are forming positive relationships with staff and each other. They are learning to co-operate and work together well. Younger children are beginning to develop an awareness of taking turns and sharing. Children's behaviour is good and they are learning to be polite and considerate to others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are keen to communicate and continually interact with staff and each other, negotiating their play. Children speak clearly and are displaying high levels of listening skills, especially at circle and story time. There are few examples of children linking sounds and letters or reading familiar words. Children enjoy books and understand that print carries meaning, following text with their fingers.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use comparative and positional language in games and activities and show an interest in numbers and counting. Older children can confidentially count up to 10. Children are developing an understanding of addition and subtraction, especially in the home corner, where they use this skill within role-play. There are limited opportunities provided for children to experience calculating, shape, space and measure.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are fostering an understanding of their own culture and beliefs and that of others. Children are inquisitive and ask questions about why things work and how they happen. They are able to discuss past events, showing an increasing awareness of a sense of time. Children can use simple tools and techniques competently and appropriately. They are keen to explore and experiment and make full use of all resources.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently around the room, dancing, jumping, hopping and balancing. They show a developing sense of space for themselves and peers. Children use a wide range of equipment both big and small with increasing ease, e.g. parachute game, scissors, beanbags, balancing beam and paintbrushes.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colour and can easily identify primary colours. They are good at using their imagination and express themselves well, having many opportunities to use musical instruments. Children join in with simple songs and music. They draw freely and learn to apply paints and make models with enthusiasm.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop planning for the early learning goals and the system for observing and assessing children so that their next steps can be effectively identified, building on what they already know. Use children's assessment records to inform curriculum planning to meet children's individual needs
- provide more opportunities for children to link sounds to letters and to read familiar words
- provide more opportunities for children to practice calculation and experience practical activities related to shape, space and measure.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.