



Bubbles Pre-School

Inspection report for early years provision

Unique Reference Number	145978
Inspection date	15 September 2006
Inspector	Nikki Whinton
Setting Address	Wesley Hall, North Street, Pewsey, Wiltshire, SN9 5ES
Telephone number	01672 562099
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Registered person	Bubbles Playgroup
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Bubbles Pre-School opened in 1965. It operates from the Wesley Church Hall in Pewsey, Wiltshire and serves the village of Pewsey and the surrounding rural areas. A maximum of 24 children may attend the provision at any one time. The group opens five days a week during school term times. Sessions are from 09.30 until 12.00, except on Wednesdays when the children stay on until 13.00 for a lunch club.

There are currently 14 children on roll aged from two to under five years. Of these, nine children receive funding for early education. Children attend for a variety of sessions.

The pre-school employs three members of staff. All hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children increase their awareness of good nutrition through the varied menu of healthy snacks they enjoy whilst in the setting. Allergies or dietary needs are discussed with parents prior to a child commencing in the pre-school. These discussions are recorded and any needs accommodated. However, children are not always able to help themselves to drinking water during the sessions and as a result, may not be consuming liquids in sufficient quantities to meet their differing requirements.

Children develop their understanding of good hygiene practices as part of the daily routine. For example, they are aware of the need to wash their hands after toileting or before snack time. They benefit from the staff's good role modelling, their understanding of first aid and their awareness of the correct administrative procedures to follow if accidents occur or children require medication. There are a good range of measures in place to support children's health, such as obtaining written parental permission for seeking emergency treatment and advising parents of the group's sick children's policy. Children's good health is effectively promoted.

Children have frequent opportunities for exercise and fresh air in the provision's fully enclosed garden. They regularly take part in planned indoor and outside activities such as walking along a balance beam, throwing beanbags into a basket or playing hopscotch. These age appropriate activities offer sufficient challenge and help children to develop their large muscle skills. They improve their fine motor control and coordination through the safe handling of a variety of tools and equipment including scissors, pencils and paintbrushes.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play within premises that are clean and suitably maintained. Colourful posters and wall displays provide a welcoming environment for children and parents. There are a range of measures in place to promote children's safety and help prevent accidents. For example, the premises are kept secure and hazardous materials are inaccessible to children. Children are learning to share responsibility for their own safety through practical activities, such as taking part in fire drills and tidying away resources before snack time, to reduce trip hazards. All required permissions are maintained, such as for local outings, to ensure children are protected. Children move around the provision freely, confidently and safely.

Children are able to choose from a good range of clean, well-maintained resources. They benefit from the staff's understanding of safety issues concerning the purchase and ongoing maintenance of equipment. As a result, children play with age appropriate toys that are safe and suitable.

Staff have a secure understanding of child protection issues and the correct administrative procedures to follow if concerned about a child. Child protection information is available to

parents, although they are not made aware of the provider's child protection responsibilities, prior to a child commencing in the setting.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the provision willingly and quickly make independent choices regarding the activities or resources they wish to explore. For example, some children decide to investigate dough, whilst others choose to build with a variety of construction materials. They are well occupied throughout and cooperate well with their friends, such as when making tea together in the role-play area or sharing equipment in the sand tray. Children are forming positive relationships with their peer group and the welcoming staffing team. Children demonstrate good self-control. They are able to sit quietly and concentrate for short periods, for example, during circle time. They are developing their social and self-care skills through activities including taking turns to complete the daily weatherboard or pass around the snack. Children show good self-esteem and are learning to speak with confidence in a familiar group, both spontaneously during the social snack time or during planned daily sharing time.

Staff have undertaken initial training on the Birth to three matters framework. They have devised their own assessment reporting form and are now intending to use the programme for the youngest children in the setting, who have not started on the Foundation Stage curriculum. Currently activities are successfully adapted to ensure all children within the provision are able to access and fully participate in all planned opportunities.

Nursery Education

The quality of teaching and learning is good. The staff have a secure understanding of the early years curriculum. They plan and provide a varied programme of interesting, practical activities to support children's learning towards the early learning goals. Staff act as very positive role models, know the children well and have an extremely warm relationship with them. Due to the small number of children currently attending within the Foundation Stage and the regularity of their attendance, the staff are aware of each child's stage of development. However, assessments are not regularly completed across all aspects of the curriculum or used effectively to plan for individual children's future progress.

The children have a good range of vocabulary and use language confidently when speaking to staff, peers or visitors. They successfully recognise their name cards at snack time and are beginning to gain an awareness of letter sounds. Children listen attentively to stories and successfully answer questions posed by staff. Children have practical opportunities to practise their early writing skills, such as at the free writing table. However, chances for them to consolidate or build on previous knowledge are sometimes reduced by staff labelling children's artwork. Children count confidently by rote and learn to recognise numbers as labels through activities such as completing a giant hopscotch puzzle or placing pegs in numbered pegboards. They increase their understanding of shape, space and measure through opportunities including building with a range of construction materials or investigating sand and water.

Children enjoy varied, exciting opportunities to learn more about the wider world. For example, they are involved in the annual village carnival parade and take part in outings to places of interest around the village, including the fire station, bakery and sorting office. They investigate a stimulating range of information and communication technology resources and enjoy child centred creative opportunities to experiment with a range of materials, including paint, dough and collage. Children confidently sing simple songs from memory and enthusiastically explore a varied range of musical instruments from around the world. Children use their imagination well to initiate and develop role-play scenarios. For example, one child tells her friend, 'it's dinner time. Sit down you're having your dinner now'. Children show confidence and are independent in developing their own creative ideas.

Helping children make a positive contribution

The provision is good.

Children are treated as valued individuals. Routine occurrences such as children needing a change of clothing are handled very sensitively. They benefit from staff knowing them well, understanding their differing needs and home circumstances. Children access a variety of resources, including musical instruments, dressing up clothes, books, puzzles and small world figures to help them increase their awareness of diversity.

Children's spiritual, moral, social and cultural development is fostered. Children are very independent, confident and are successfully developing their self-care skills. They thoroughly enjoy sharing news about their home lives, 'my mummy's got a baby in her tummy' and are learning to listen to others. They gain an understanding of a range of cultures through practical activities including eating bean sprouts with chopsticks during Chinese New Year celebrations or learning how to wear a sari as part of the topic on Diwali. Children undertake an extensive range of outings and welcome visitors to the setting, such as the local reception class teacher, a dental hygienist or a police officer. Such opportunities enable children to increase their understanding of their local community and the wider world.

The partnership with parents and carers is good. Children benefit from the very positive rapport that exists between the parents and the staff. Parents are provided with an informative prospectus about the provision and the early years curriculum, prior to their child starting in the pre-school. They are kept up to date through newsletters and the parent's notice board. They are asked to complete regular evaluations on the effectiveness of the provision, to help support the group's development. Parents are actively encouraged to become involved in their child's learning, for example, by joining the parent rota or helping their child to bring in articles from home linked to the theme. Staff are always available and freely give their time to discuss any childcare issues with parents. In addition, there is a yearly parents evening and termly 'surgeries'. During these planned events, parents and staff review children's academic records and discuss their progress. However, parents are not asked to contribute to children's initial assessments.

Organisation

The organisation is good.

Children's care and learning is supported by skilled, caring staff that are suitable and appropriately qualified for their role in caring for young children. There is an effective operational plan in place, which helps to ensure sessions run smoothly. There are suitable procedures for recording the attendance of children and staff, although visitors are not always noted. All legally required documentation is maintained and securely stored. For example, children's personal information is easily accessible in an emergency.

The leadership and management are good. The group benefits greatly from the enthusiasm and commitment of the staffing team and their strong links with the supportive management committee. The staff meet weekly to discuss any childcare issues, evaluate the effectiveness of activities the children have experienced and to plan the educational programme. They welcome a Wiltshire early years advisory teacher to the setting to help them evolve their practice and undertake training courses to further develop their professional skills.

Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

As a result of the last care and education inspections, the group was given key issues and recommendations to help improved the quality of the provision.

The care report asked the group to ensure the registration system shows the departure times of staff and children, to ensure children have access to drinking water and to make sure children have independence when participating in activities.

The education report recommended daily plans are linked to the stepping stones of the Foundation Stage of learning and include the learning objectives of adult led activities. It suggested the use of activity evaluations and children's assessments to inform planning and help children move onto the next steps in their learning. The group was also asked to provide more opportunities for children to use information and communication technology, increase opportunities for parents to share with staff what they know about their child and have planned opportunities for parents to be informed about their child's progress.

An appropriate registration system is now in place and children have independence when participating in activities. Children have opportunities to freely use a good variety of information and communication technology resources as part of their play. Parents have regularly planned chances to share with staff what they know about their child's ongoing development and to be kept informed about their child's progress. Plans now include links to learning objectives. These improvements have had a positive impact on the quality of care and education offered to the children.

However, drinking water is not always freely available to children, parents do not contribute to initial assessments and information from assessment is not used effectively to plan for individual children's future learning.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure children are able to help themselves to drinking water throughout the sessions
- ensure parents are made aware of the group's child protection policy prior to a child commencing in the setting

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the partnership with parents, to ensure parents are invited to contribute to children's initial academic assessments
- develop the assessment programme to ensure the written observations that are undertaken on the children are used to complete regular assessments across all areas of the curriculum. Use the information when planning activities to support individual children's future learning.

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