

Bunnies Pre-School

Local Polish Catholic Mission, Church of Divine Mercy & Our Lady Queen of Poland, 48 Pitts Road, SLOUGH, SL1 3XH

Inspection date

12/11/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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 pre-school staff offer children a broad range of activities and resources that promote their learning in all seven areas.
- Staff have a good understanding of children's starting points and interests and therefore can assess their achievements and plan for them effectively.
- Staff support children's understanding of English language effectively as well as promoting their home language of Polish.
- Children are happy and very well behaved. They demonstrate their confidence in their play and independence in their every day routines.

It is not yet outstanding because

- There are fewer opportunities for children to demonstrate their use of descriptive English language in their play.
- The home to pre-school partnership is establishing but not yet firmly embedded.

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.

Inspection activities

- The inspector observed children in their play and in their interactions with the staff who care for them.
- The inspector sampled the pre-school's documentation and children's records.
- The inspector engaged in conversation with staff, children and their parents.
- The inspector offered a joint inspection but spoke with staff about how they plan for individual children and how they support children in developing their speech and communication in English as well as valuing their home language of Polish.

Inspector

Aileen Finan

Full report

Information about the setting

Bunnies Pre-School is run by the Polish Catholic Mission and was originally registered in 1997. It operates from a hall attached to the Polish Church of Divine Mercy, in Slough, Berkshire. The pre-school re-registered on the Early Years Register in 2013. It is open each weekday from 9.45am to 12.45pm during term time. All children share access to an enclosed outdoor play area. The pre-school cares for children from two years of age. There are currently 17 children in the early years age group on roll. The pre-school receives funding for the provision of free early education to children aged two, three and four years. The pre-school's main focus is to develop children's Polish skills and children come from a wide catchment area to attend. The pre-school supports children with special educational needs and/or disabilities. It supports children who speak English as an additional language. The nursery employs four staff. The manager and one other staff member hold appropriate early years qualifications and one staff member is completing a qualification.

What the setting needs to do to improve further

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

- encourage children to extend the descriptive language they use to promote how they think and explore in their play
- further promote the practice of working with parents to extend the partnership of home-pre-school learning.

Inspection judgements

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

Children demonstrate they are very happy at the nursery. They are eager to join in and have fun as they learn. Children benefit from a broad range of stimulating toys, resources and activities, which provide them with rich and imaginative experiences in all seven areas of learning. These experiences include chalkboards, construction, board games and puzzles, role-play and messy play activities. Children are confident to invent their own games for example, by pretending they are going into space, building a space ship and looking at books that explore space travel. Staff are proactive by offering to read the book in order to extend learning further.

Staff have a good understanding of the learning and development requirements for the Early Years Foundation Stage. They plan effectively to support children's individual needs. Staff use their assessments of children's play based on what they already know about

children's interests. They plan effectively for children's next steps and compile reports each term to inform parents about their children's progress. Staff are consistent in their approach and are able to re-shape activities. This means that children of different abilities can take part because staff understand, through their observations, the progress individual children are making. Consequently, staff can plan to meet any gaps in children's learning and make interventions if necessary. As a result, children are making good progress overall in all aspects of their learning and are ready for the next stage of their learning.

Although children and staff use their home language of Polish throughout the day, staff reinforce children's use of English regularly. For example, as children take part in activities to promote their number and colour recognition, staff encourage the use of both languages. Children are also confident to join in with English rhymes and action songs. Staff talk to children about what they are doing, both in English and Polish. They also incorporate a language wheel in their planning, offering strategies to promote how they teach and encourage children to develop their language further. These include identifying question words, naming words, expressing words, or location words for example on the current weekly topic and for individual children. However, there are fewer opportunities to encourage children to make use of descriptive words when speaking or exploring in their play activities. Nevertheless, children also can see the many examples of written words and labels, posters and pictures depicting both English and Polish.

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

Children are very happy at pre-school. They demonstrate they feel safe and engage well in their play. Their relationships with staff are warm and children have close bonds with one another. They play together contently and are happy to join in as others play. The pre-school's toys and resources are easily accessible for children. This means children can choose what they want to play with. Children are happy to join in with adult-led activities, which securely promote their learning and interactions with staff.

Staff are skilled in supporting children's needs and in providing a strong base for them to develop emotional bonds and independence. The effective key person system means that staff get to know the children and their families well. Children are encouraged to be independent as they put on coats to go outdoors or pour drinks at snack time. Children are happy to help tidy up prior to going outside in the garden area. This demonstrates that they respect their environment and resources.

Children's behaviour is very good. They understand their routines and expectations. Staff offer reminders to promote children's safety, which children listen to, for example, about not running indoors. Children also demonstrate a good awareness of their own self-care routines. For example, they understand the importance of washing hands prior to having their snack. There are regular opportunities for children to play and learn outdoors. Children have fun digging in the sand pit or playing in the role-play tents. They demonstrate a good ability to steer and adjust their speed when riding around on trucks, scooters or tricycles. Overall, children demonstrate they are developing securely in their physical, social and emotional development.

Children enjoy nutritious and healthy snacks provided by the pre-school. Staff understand children's dietary needs and any allergies or preferences and adhere to these. Children enjoy a variety of fruits. Staff are proactive at talking to the children in English and Polish so that they understand the names of the fruits in both languages.

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

Staff at the pre-school demonstrate a very good understanding of the safeguarding and welfare requirements for the Statutory Framework of the Early Years Foundation Stage. They understand their responsibilities to safeguard the children they care for. Staff are aware of the procedures to take should they have a concern about a child in their care. The pre-school implements robust policies and procedures, which staff adhere to in their daily practice. These policies are shared with parents so they understand the procedures that support their children's health, well-being and safety at the nursery. Risk assessments of the environment further promote children's safety. Staff are mindful of children especially when other users are in the church, for example, they always escort children to the toilet. They count children in and out of the outdoor environment.

The leadership of the pre-school is strong. Recruitment procedures are effective. This means that the adults working with children are suitable to do so. However, the staff working at the pre-school have been in post a considerable time and demonstrate a very good working practice together that promotes the outcomes for children. Staff receive regular supervision to support children's learning and their own personal development. The pre-school has very effective systems to evaluate their priorities. They have made a vast improvement since their last inspection, under their previous registration are confident to demonstrate and highlight their strengths.

The pre-school operates predominantly to promote Polish speaking within the community. They have responded well however, to the actions set at their last inspection under their previous registration. For example, the pre-school are now more effectively promoting children's communication and language. In doing so, they have identified that some children needed further intervention and have established partnerships with other professionals, such as speech therapists. There are effective systems for the transitions on to school. This helps children to meet settle well in the next stage of their learning.

Staff encourage parental contributions that extend the home and pre-school partnership. Parents meet with their child's key person so that children's starting points can be firmly established and staff understand children's interests and needs. The pre-school have introduced new systems so that parents have opportunities to meet with staff each term to discuss children's progress. The pre-school also provide reading books so that parents can read at home with their children. As yet however, practice to further extend how parents can contribute to their children's development records and extend learning at home are not yet well established. Parents are positive about the care that their children receive. They highlight the useful feedback they receive about children do during the day

and how children settle well and are developing their language well in both English and Polish.

Staff have a good understanding of the learning and development requirements and demonstrate effective teaching skills to promote how children learn and develop. New systems for monitoring children's progress and planning for their next steps are robust. This means staff have an accurate understanding of children's progress.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY461705
Local authority	Slough
Inspection number	919736
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	16
Number of children on roll	17
Name of provider	The Polish Catholic Mission
Date of previous inspection	not applicable
Telephone number	01753 572330

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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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