



Brough Pre-School Nursery

Inspection report for early years provision

Unique Reference Number 317367
Inspection date 15 May 2006
Inspector Carys Millican

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Registered person Brough Pre-School Nursery

Type of inspection Integrated

Type of care Full day 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?

Brough Pre-School Nursery is run by a management committee. It was first registered in 1998 at its current location. It operates from a single storey prefabricated building to the rear of Brough County Primary School in Church Brough. A maximum of 18 children may attend the nursery at any one time. The nursery is open from Monday to Friday from 09.00 until 15.00 during term-time only. Children have access to one main room, entrance hall and toilets. There is an

integrated kitchen area to which the children do not have access. Toilets are accessed through the main entrance area. The nursery have use of the school outdoor play area.

There are currently 37 children aged from two to five-years-old on roll. Of these, 25 children receive funding for nursery education. Children attend from the immediate and extended rural and urban communities. The nursery currently supports children with learning difficulties.

The nursery employs six staff, who all hold appropriate early years qualifications. The nursery has been awarded with a re-accreditation award with the Preschool Learning Alliance and the Kitemark Award for Excellence awarded by Cumbria Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted by staff who have a sound knowledge of the setting's health and hygiene procedures. Appropriate health and hygiene routines are followed by staff in the preparation, handling and serving of food. Tables are wiped before snack and areas cleaned after eating. Children learn basic hygiene practices, such as washing hands before eating and after toileting. Staff use appropriate hygiene procedures when changing nappies. Children's welfare and the protection of other children are fully considered by staff following the sick children's policy. Children benefit from secure, close, caring relationships with regular carers.

Children learn about healthy eating and begin to understand the importance of a balanced diet. They are provided with a selection of healthy snacks. Children benefit from the social occasion created at snack time. Children's independence and development of self-help skills are encouraged as they pour their own drinks and hand out the snack. Fresh drinking water is readily assessable to children at all times. Children's dietary needs are met as the staff follow children's individual needs, preferences and parental wishes closely.

Children enjoy a range of physical activities, which contribute to their good health and all-round development. Children go for walks in the locality to feed the ducks and visit the castle. They play outside with the bikes and the sit and ride toys, and use the climbing apparatus in the adventure play area. Activities are provided to enable children to develop different physical skills. Children develop a sense of space as they run around and staff support children's natural urges to try new physical feats. Indoors, children play musical games and action songs, such as music and movement. Weekly planning shows how physical play is encouraged, using a variety of equipment and activities. Children rest according to their needs and quieter activities are provided for children as they look at books and listen to stories.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm, welcoming, safe and secure environment. Safety equipment is in place. Children can confidently move around the spacious room and help themselves to a range of easily accessible, age-appropriate resources and activities. Children make independent choices and decisions about their play using safe and suitable equipment. Children feel a sense of belonging. Their art and craft work is creatively displayed, and photographs show them enjoying a number of activities. Staff adapt continuous play areas, such as the role play area, to relate to planned topics and activities. Resources are rotated to maintain stimulation and interest.

Children are kept safe and secure when playing indoors and outside. Risks of accidental injury to children are minimised because staff use detailed risk assessments to reduce potential hazards. Children cannot leave the premises unsupervised and there is no unauthorised access to children. They are escorted by staff to toilet and supervised at all times. They are kept safe when playing outdoors. The school gates are securely locked and staff supervise the children. Children are protected by the health and safety practices and procedures staff follow to help prevent accidents. Daily checks are carried out as staff check the equipment for loose or broken parts. Children begin to learn about what is dangerous and how to keep themselves safe. Visits from the local police and school crossing patrol are beneficial in raising children's awareness of 'stranger danger' and road safety. Fire fighting equipment is in place and the fire evacuation procedure is clearly displayed and practised regularly with the children. Children are kept safe on outings as adult-child ratios are maintained and permission obtained. However, children go swimming each week and the operational procedure for this specialist activity is not in place.

Children are protected by staff who have a sound knowledge and understanding of child protection policies and procedures. Children are kept safe and secure by staff. The lost child policy is in place and although staff are clear about what to do if a child is not collected, the written policy is not maintained. The attendance of children, staff and visitors is recorded and there are secure systems in place to protect children from non-vetted persons. Staff ensure that only persons known by them collect the children, however, not all the children's records have been updated to include the named persons details who are allowed to collect them. Children's safety and well-being is enhanced by the staff's commitment in undertaking additional training.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery. They enter happily and eagerly greet the staff and their friends. Children benefit from the good support that they receive from staff and the sensitive and calm approach to their care and learning. They achieve because the staff are experienced and have a good knowledge and understanding of child development, the Birth to Three matters framework and curriculum guidance for

the Foundation Stage.

Children are happy, contented and eager to take part in activities. They settle in well and quickly become confident in unfamiliar surroundings. Children benefit from the close and caring relationships with their key-worker, therefore increasing a sense of trust and a strong sense of self. Children enjoy a wide range of indoor and outdoor activities. They are busy, well motivated and actively engaged throughout their time in the nursery. The continuous play provision provides activities based on their interests and the topic planned for. In the hairdressers role play area the children pretend to cut, brush and dry their 'clients' hair. The boys and girls take turns being the hairdresser and dress up in the protective aprons. Staff gather information from parents for initial assessments of children on admission. This information is used as a starting block to build on and used to further their development in line with practices within the Birth to three matters framework. The key-worker system is implemented and staff complete observations and developmental charts for younger children.

Children enjoy a wide range of physical play activities indoors and outside. They sing a range of action songs and games, such as the 'Bus song'. They pretend to be the animals as they imitate them and do the actions in the song. They go outdoors to play with various equipment, such as different sized balls, practising their throwing, catching and kicking skills, and climb and balance on equipment in the adventure play area. They understand that running around keeps them healthy and also makes them warm. Staff constantly explain things to children and children confidently ask questions.

Children relate well to each other and socialise well, building up good relationships with staff and other children. They begin to distinguish between right and wrong as they learn to take turns and share resources. Children begin to develop self-esteem through the constant praise received from adults. They make choices and decisions because there is a balance between adult and child-led activities, which allows them to experience new ideas and to acquire new skills. They begin to make sense of the world and express their ideas and interests. Children enjoy the interesting and stimulating activities provided and their concentration levels are maintained. They watch with great excitement as the balloon rocket shoots past them on the string, as they guess how far it will go. Children sit quietly at story-time and they join in enthusiastically with the story, as their communication skills are supported through good adult-child interactions. The staff hold their attention very well and children respond to their requests during activities.

Nursery Education.

The quality of teaching and learning is good. Children make good progress towards the early learning goals. They are provided with an extensive range of stimulating, interesting activities related to their needs through the continuous play provision and focussed activities provided for them. Children access a range of well chosen resources which support their learning across all areas of learning. They use Information and Communication Technology equipment, such as the Geo-safari electronic systems, programmable toys and computer programmes, and a full range of construction materials are available, which are rotated to maintain stimulation and interest. Children are eager to learn, being self-assured in their play and confident to

try out new experiences. They access a range of free choice activities in areas, such as role play, reading, construction, sand and mark-making, however, these areas are not fully monitored by staff and are not always used.

Children chat confidently using a wide range of language, vocabulary and sentence construction when interacted with, and their thinking and recall skills are promoted at story time. They listen to each other; share experiences and are inquisitive and ask questions. Children ask where their friends are during registration time and show concern if they are ill. Children gain confidence in using numbers in their play and respond to challenges to extend their mathematical vocabulary and skills during planned activities and daily routines. They count the number of children and adults present for snacks and find the correct number for both. They compare numbers and colours with chairs, cups, tables, and name cards as part of everyday routine.

Children make sense of the world around them in the outdoor area and create individual artwork. Children listen to staff and follow simple instructions within the focussed activities provided. They make the train track for the transport display, cutting the brown paper into thin strips, and then gluing them carefully onto a long strip of brown paper, therefore developing their hand-eye coordination. Children gain independence and develop self-help skills in everyday activities, for example, toileting themselves and washing hands. They benefit from outdoor opportunities to develop physical skills, such as throwing and catching, riding and balancing. Children work well together and develop socially. They benefit from specialist activities, such as swimming once a week, at the local pool.

Children's learning needs are understood by the manager and staff as they have a good knowledge of the Foundation Stage, early learning goals and the six areas of learning. Children's learning experiences are planned for, observations made and their achievements and the stepping stones towards the early learning goals are recorded. The weekly activity plan and topic planned for is displayed for parents and staff on the white-board. Staff follow the good role model set by the manager and their teaching practice is very effective in helping all children to learn. Staff are aware of the stepping stones and areas of learning and contribute ideas towards planned activities. They find out about children's skills, interests and needs and build on this information as a starting point. Staff know the children well and use questions to challenge their thinking and language skills. There is a balance of adult-child led activities allowing children to learn at their own pace. Good planning is in place that clearly identifies learning objectives, shows how the activity can be adapted to suit children of different ages, who learn at different rates, or who have particular needs. Planning links together and effective systems to observe, monitor and record children's achievements and to plan experiences that help children take next step in their learning are in place.

Helping children make a positive contribution

The provision is good.

Children's understanding of equality is fully promoted through the numerous activities that encourage equal play. The children play harmoniously together. They share and

take turns when using the computer and in small group activities. Children are familiar with the routine. They help tidy up and explain that it is nearly time for a snack. Children begin to value each other's contributions in group-time activities. They sit quietly and sensibly during circle-times and story-time and listen intently to staff and respond to their requests without questioning. They listen to their friends as they take part in the story or in conversation. Children are well motivated in their play and actively engaged throughout their time spent in the nursery. Children develop good relationships with each other, as they sit together and share experiences. They show concern for others as they ask how their friends are if they are not attending nursery. Older children pair up with younger ones and help them with computer programmes and games. They form good relationships with the staff who are on hand to help, praise and support the children during the session. Children's individual care needs are known and met by staff in discussion with their parents. They begin to become aware of the wider society as they explore their own and others' cultures and traditions, such as Chinese New Year and Divali.

Children's behaviour is good. They respond well to staff's consistently positive strategies, such as giving time to listen, praising achievements and providing individual support and comfort. Children form good relationships with their key-workers who are on hand to help, praise and support the children during the day. They become aware of their own needs and the needs of others and receive appropriate support. Children learn about right and wrong as the staff consistently encourage their understanding as they play together. They share resources and show a willingness to help put away toys and equipment as requested by staff. Children make suitable choices and decisions about their play. Their confidence and self-assurance is encouraged. These positive approaches foster children's spiritual, moral, social and cultural development.

Partnership with parents is good. Children are well supported as they settle into the nursery supported by the induction arrangements agreed with their parents and through the good partnership between parents and staff. Children's individual care needs are discussed and recorded at registration and information about children's attainment is obtained on entry. Parents and children are made very welcome and praise the friendliness of the staff caring for their children. The quality of the care and education for children provided by the setting is valued by parents as they indicate that their children are eager to attend, enjoy the activities and make very good progress in the nursery. Children's experiences during the pre-school sessions are shared with their parents in good detail at the daily handovers. Children's progress is reported termly to their parents through exceptionally well-prepared progress reports. The use of initial assessments inform the planning to meet individual needs and the arrangements for children's care and education are shared in excellent detail with their parents at parents evenings. The use of the whiteboard shows comprehensive information about the areas of learning and relationship to activities for parents. A wealth of information is available for parents included on two notice-boards, with additional information in parents leaflets, regular newsletters and within the policies and procedures. The arrangements for children's care are supported by a complaints procedure that includes most of the required elements except for the setting up of the complaints register. Children's steady progress is welcomed by parents, however, opportunities to extend and reinforce children's learning potential at home is not fully

explored. The transition into school is made easier by the good partnerships and links formed with the several local schools in the area.

Organisation

The organisation is good.

Children are well cared for by adults who have a clear sense of purpose and a commitment to continual improvement. The staff are qualified and experienced. They have undertaken appropriate checks completed by the manager and committee. The recruitment and vetting procedures ensure children are well protected and cared for by staff with a good knowledge and understanding of child development. The induction procedure ensures that the pre-school policies and procedures are applied and staff appraisals are completed. Individual training needs are recognised and continual training and development encouraged. Staff meetings and committee meetings are encouraged to make sure continuity is maintained and information and curriculum planning developed in the interest of the children. Staff use good behaviour management techniques, which are consistently applied in practice. Members of staff work well together as a team and are clear about their roles and responsibilities. The premises is well organised and indoor space is suitably laid out to maximise play opportunities. It is effectively organised to maximise choice, independence and decision making and to encourage children to explore the environment through their senses. Children are provided with natural materials to enable investigation and exploration. They access text labels to recognise what is in the containers and drawers, and they choose a book to read and relax in the quiet areas. Most documentation and record keeping that ensures the efficient and safe management of the provision, and contributes to the health, safety and well-being of children, is in place.

Leadership and management of the nursery education provided for children is good. An all inclusive environment is encouraged and all children are included and treated with equal concern. Children make good progress towards the early learning goals from their learning experiences within the resourced, free choice areas and focussed activities. The manager has a strong commitment to development and improvement. This is shown in documents, such as minutes of staff meetings, and lead teacher and development worker reports. Planning is good and clearly indicates focussed activities, to help develop children's areas of learning and evaluation of activities, is taking place. Children's individual needs are recognised and they are well supported. Their personal information is collected and recorded in detail. Initial assessments are used to help the planning process for individual children recognising their progress and contributing to their further development. Parents are provided with a wealth of information about the provision. Although information about how to help their child at home is limited. Pre-school children benefit from the close working relationship established between the nursery and local schools, enabling those children who will join schools to settle in seamlessly.

The good quality of the provision means that overall the setting meets the needs of the children who attend.

Improvements since the last inspection

At the last care inspection the provider agreed to; improve children's privacy when toileting; complete risk assessments on identified potential hazards; revise the child protection and behaviour policy in line with recent legislation and guidance.

At the last nursery education inspection the provider agreed to; develop planning and assessment; and to review the routine to ensure that children are not required to sit for extended periods.

Since these inspections, improvements have been implemented. Children's toilet facilities ensure that doors can be closed to enable privacy when non-vetted persons are standing in the entrance area. Risk assessments are in place for all areas used by the children. The kitchen gate is securely closed when not in use by adults; the front door cannot be opened by visitors as a secure lock and bell have been fitted; and staff monitor the use of the hot and cold water with children.

Staff have developed planning and assessment methods that show clearly how children make progress through the stepping stones, they identify the six areas of learning with activities and possible outcomes for children. Planning shows how an activity can be adapted to suit all children of different ages who learn at different rates, or who have particular needs. All children are included. Children's daily routine has been reviewed and adapted to ensure that children do not sit for extended periods of time, but access free play and adult-initiated, focussed activities with equal balance.

Complaints since the last inspection

There are no complaints made to Ofsted since the last inspection.

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.

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 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):

- maintain a written un-collected child policy and operational procedures for specialist activities, and make sure records contain details of named individuals allowed to collect children.

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):

- ensure systems are in place to monitor children's use of continuous free play areas and further develop home school links with parents.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk