



South Brent Pre-School

Inspection report for early years provision

Unique Reference Number	106212
Inspection date	29 September 2006
Inspector	Sally Hall
Setting Address	School House, Totnes Road, South Brent, Devon, TQ10 9BP
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Registered person	South Brent Pre-School
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?

South Brent Pre-school has been established since 1969, and is located in the centre of South Brent. Most children attending live in the village or surrounding rural areas.

The pre-school occupies rooms within The Old School Centre. The group has sole use of a main play room, creative play room, toilets, kitchen, and enclosed playground, and shared use of the hall. The pre-school also offers parent and toddler sessions, when parents accompany their children.

The pre-school is open on Mondays to Fridays during school term time, from 09:15 to 11:45. A lunch club runs at the end of every session, until 13:00. There are currently 49 children on roll, 41 of whom receive nursery education funding. Children with special educational needs are also supported.

The pre-school is managed by a parents committee, and eight members of staff are employed and also a student. Overall the staff has recognised childcare qualifications and one member of staff is working towards National Vocational Qualification Level 2. They receive support from the Early Years Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean environment they are independent with toileting and know to wash their hands before meals and after toileting. Good procedures are followed on a daily basis to minimise risks of infection. Children's personal details include all relevant information including parental consents in the event of an emergency.

Children are very aware of the importance of healthy eating due to the daily discussions with them on eating healthily and also a very well planned theme they have followed in conjunction with the primary school. This has raised the children's awareness to the importance of healthy eating. Staff have encouraged the children to bring healthy packed lunches to raise their awareness for when they go to school. The children comment on what is healthy at lunch time and what each other has in their lunch boxes. They have healthy snacks of fruit and rice cakes provided and are able to be independent in helping themselves to drinking water. However, they do not always have the opportunity to pour their own drinks at snack time. Dietary needs are known by staff and children enjoy cooking on a regular basis.

Children enjoy fresh air each day and are able to play in a secure outside play area and have the use of bikes and ride on toys as well as equipment set up in the hall. They enjoy balancing and using a climbing frame. They use scissors with confidence manipulating their small muscles.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very bright and welcoming environment. Their work is attractively displayed around the room and reflects the themes they have been covering. They have use of two main play rooms one is a creative room with a sensory area and also a large hall. Children are able to be independent whilst being supervised well at all times and move freely between the rooms. Regular risk assessments are carried out to minimise risks to children and good procedures followed for safe arrival and departures of the children and recording of visitors.

Children have a very wide range of toys and resources which are displayed very well and easily accessible and in good condition. Children value the resources and use them with care enabling them to initiate their own play as well as planned activities. They take delight when trying a new toy for the first time. For example, a new train track.

Children's welfare is further protected by the staff's good understanding of child protection procedures and the clear policy to refer to.

Helping children achieve well and enjoy what they do

The provision is good.

Children are extremely happy and settle quickly on arrival. They relate well to each other and enjoy playing independently as well as in groups. Children listen well to instructions and they are prepared well for the morning by the good registration procedure where they answer their names and are told what activities are planned for the session. They are familiar with the routine for the morning and know to help with tidying up when the music from 'Mission Impossible' is played. Younger children are supported well by the staff using the Birth to three matters framework. Children relate very well with the staff that present as good role models and encourage the children to be confident and thoughtful to each other. Staff take an active interest in what the children do and say.

Nursery Education:

The quality of teaching and learning is good. Children are making good progress along the stepping stones towards the early learning goals in all areas. They are eager to learn and concentrate well during individual tasks. The younger children that attend on the Friday sessions and who are new to the setting are not always grouped appropriately to meet their individual needs, ability and their level of attention. This can have an impact on the older children's ability to concentrate in small groups for example, during story time. Staff have a good understanding of the Foundation Stage and plan the sessions well. Assessments are carried out of children's progress. However, these are not used sufficiently to plan for children's next stage of development and linked enough to the early learning goals.

The children are confident and keen to share their home news and what they have been doing during the morning. For example, a child shared with the children at snack time a letter they had written for their mum. Children enjoy stories and handle books carefully. They freely access craft activities and are able to make marks for a variety of purposes due to the easy access to pencils and crayons. They enjoy exploring the sensory area and role-play where staff sensitively interacts with the children to extend their play. For example, shopping games and making cards and lists for when they are shopping. Children's knowledge and understanding of the world and diversity is supported well through the planned themes and also due to them being able to access resources independently. For example, a child looked at a globe with a member of staff and pointed out where bears live, where coconuts come from and compared the size of the globe to the real world. They discuss the items on the nature table and are keen to look at the snails discussing what they look like, their size and their eyes.

Children use simple technology toys with confidence, they are keen to use the computer and know they have to take turns. Children are encouraged to count for a variety of purposes. For example, how many children are present at registration, one child said 'it is only the big ones today so we are not as many'. Children routinely count how many cups are needed for snack time. They also play with resources that support counting and become familiar with numbers for example, only four children are to sit at the cooking table at any one time.

Helping children make a positive contribution

The provision is good.

Children are very happy and socialise well with each other and have a good rapport with the staff with whom they are confident to express themselves. They receive plenty of praise and encouragement and their work is valued. Children are keen to show their work and look at photographs that have been taken of them as they play.

Children behave very well and listen to instructions they learn to share and take turns and to be thoughtful and kind to each other. They are confident and benefit from the calm and caring atmosphere and very good staffing ratios. The children's spiritual, moral, social, cultural development is fostered. They learn about their local community and take part in local events. For example, they enter the local Carnival and local produce show where they show vegetables they have grown over the summer period. Their knowledge and understanding of the world, diversity and of nature is supported well through planned themes. They have regular visitors to the setting to help them learn about their local community and people who help them.

Children with special educational needs are supported well; staff have completed training and seeks support from outside agencies. They liaise well with parents to ensure consistency of care. Children all receive equal attention and support. They will provide one to one support for a child as necessary.

Partnership with parents is good they are warmly welcomed and information is shared well on arrival and departures. Parents help on a rota basis and are clear of their roles for the session. Plans are displayed for parents to see so they are aware of the themes and activities that are being provided. However, these are not linked sufficiently to the stepping stones so parents are not fully aware of their child's progress towards the early learning goals. Parents receive regular newsletters as well as an informative prospectus and are invited to two meetings a year to discuss their child's progress. They take an active part in fund raising events to support the pre-school. Children also participate in local events including Nativity Play, Harvest Festival and weekly visits to the library for a story.

Organisation

The organisation is good.

Children are cared for by staff that are confident and present as good role models and provide a very safe and secure environment for children to play and learn. The daily organisation is good due to the staff being clear of their roles and the preparation in readiness for children's arrival. Children's documentation is well recorded to ensure staff have all the relevant information to support their placements. These are regularly reviewed to ensure the information is kept up-to date. Policies and procedures are well documented and available for staff and parents to refer to.

Leadership and management is good. The manager ensures the successful running of the pre-school on a daily basis with the support of keen staff. They have been active with reviewing documentation and receive support from the committee. Staff are all involved in the curriculum

planning of the sessions and meet on a regular basis. However, children's assessments are not fully used to plan for their next stage of development.

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

Improvements since the last inspection

The previous care and education inspections recommended the setting ensure all records are securely and confidentially stored. These are now kept in a locked cabinet. To include a policy regarding un-vetted staff in the operational plan. This has been completed. To request information regarding the last dose of medication on the medication consent forms which has also been completed. This improved documentation ensures children's relevant information is in place and records are stored securely.

To continue to develop systems for recording children's progress towards the early learning goals. A further recommendation has been made to link assessment records to the stepping stones to support planning for children to meet the early learning goals.

Complaints since the last inspection

There have been no complaints reported 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

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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):

- review management of the small group sessions to ensure children are grouped appropriately, and individual needs met.

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):

- link assessment records to the stepping stones so the next stage can be planned to help children meet the early learning goals

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk