



Brooksite Under 5's

Inspection report for early years provision

Unique Reference Number 206732
Inspection date 13 July 2006
Inspector Linda Gail Moore

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Registered person Brooksite Under 5's

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?

Brooksite Under 5's opened in 1975. It operates from a bungalow with one main room and access to an attached kitchenette, toilet facilities and secure outside play area. The playgroup is based in the centre of Belper, serving the local community.

There are currently 59 children from two to four years on roll. This includes 26 funded three year olds and 33 funded four year olds. Children attend for a variety of sessions. The group supports five children with special needs. There are no children

attending with English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:45 all week and 12:30 until 15:00 on Monday, Tuesday and Friday. There are six part-time staff who work with the children. Of these four have early years qualifications to NVQ level three. A staff member is currently working towards a recognised early years qualification. The setting receives support from a mentor from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is supported well by staff. They are beginning to develop independent self-help skills. They demonstrate an awareness of healthy practices, including the importance of hand washing before snack time and after using the toilet. Children are supervised and supported well during bathroom routines with good attention given to personal hygiene, for example, a step is available so that younger children can independently wash their hands. Good cleaning routines are practised, covering a range of daily to annual tasks, such as daily cleaning of tables and floors to annual carpet cleaning. This ensures children can play safely in all play areas. All staff are qualified to administer first aid and this safeguards the welfare of the children.

Children benefit from a very good range of healthy snacks and drinks, which ensure they are well nourished. Children eat well. They sit at the table and talk with adults and friends, this encourages a sociable snack time where they develop a positive approach to food and healthy eating. Posters of healthy foods are displayed in the play area and children are taught the benefit of healthy eating. Cookery activities are used as another way to reinforce the message, with children preparing, cooking and tasting vegetable soup. Any individual needs such as allergies, are fully respected with appropriate action taken. Staff demonstrate a high awareness of their importance, for example, ensuring the oil used in the play dough does not contain 'arachis' which is derived from nuts. This ensures children's health is safeguarded.

Children enjoy physical play both indoors and outdoors. They are developing sound climbing and balancing skills as they negotiate a variety of challenging equipment such as a climbing frame, balancing beam, small trampoline, bridges and tunnels. This encourages a positive attitude towards exercise.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are happy and confident in the setting, the premises are well maintained and this contributes towards the children's safety. Staff carry out a regular risk assessment which undertakes daily checks in the garden and indoor play areas. This identifies any safety risks to the children.

The play areas are welcoming and child-orientated, with murals, posters and children's art work brightly decorating the walls. Children enjoy access to an extensive range of suitable play and use good quality, suitable and safe equipment, appropriate to meet their different needs. Children are generally kept secure as there is an effective system for managing their arrival and departure times, with a member of staff delegated to 'door duty' to ensure they are safely collected by authorised persons. However, during session times the main entrance door is not fully secure and does not prevent unknown persons from entering the building. This poses a threat to the children's safety.

Staff talk to children about potential dangers, such as walking rather than running indoors, how to use equipment safely and the importance of chewing and finishing food carefully so they do not choke. Children also participate in activities that teach road safety, for example, role play in the garden with traffic lights and a lollipop person. As a result children learn to keep themselves safe and avoid accidental injury. They are supervised and managed well by a team of staff and parent helpers. Adults are delegated well to monitor children, they are aware of where to place themselves within play areas and the need to move around. They constantly engage in children's play and offer support and guidance.

Staff promote children's welfare with regards to child protection. They have a clear understanding of their role and responsibility and there are procedures in place to guide staff and parent helpers appropriately.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very confident in the setting's welcoming and caring environment. They show a sense of belonging as they greet staff on arrival. Children have formed sound relationships with staff and receive comfort and attention when required. They settle well because staff work closely with parents on admission and continue to do so on an ongoing basis. As a consequence the individual needs of children are identified and met well. Children are happy and well occupied. They take part and enjoy playing with a variety of resources such as books, small world toys, jigsaws and bricks. They regularly enjoy exploration with paints, water, sand and dough. This helps them to represent their feelings and ideas in a variety of ways. Children's language and communication skills are promoted well by staff through constant conversation, questioning and individual attention. Consequently children are extending their vocabulary and are able to express their needs.

A good range of resources are available to promote imaginative play. All children play well together in groups, dressing up and acting out in role play situations, such as laying the table and preparing a meal in the home corner, helping one another to care for their babies. As a result children's social skills are developing well. Staff are skilled in assessing when to intervene in their play to extend their interest and when to stand back and allow them to create, investigate and explore for themselves. They use observations and assessments for all children to help them plan for the next steps in their play and learning. These are shared with parents to show how each

child is progressing and developing new skills.

Nursery Education

Children show interest as they select activities and engage in their play. They show good concentration skills and creativity as they build models, complete puzzles and design art work. They are motivated to learn and can pursue an activity without interruption playing quietly on their own. Children suggest ideas for activities, for example, chalking on the garden pavement and fencing and then washing off with water and brushes. More water is requested to water the plants and staff assist them in filling up buckets. Children help one another to carry large buckets of water into the garden and water the plants in turn. Children's self-esteem is raised as their ideas for play are valued by staff. Children learn how to care for others, nursing one another when sick and caring for dolls during role play. They behave well and work harmoniously with others, collectively designing and producing a large free painting using a variety of different tools. Children express themselves freely as they enjoy exploring and experimenting with many different textures.

Children are developing their language well and are able to relate experiences. They show interest in books, handle them well and listen with enjoyment and attention to favourite stories shared with staff. However, they do not participate regularly in large group discussions and circle time is not part of the daily routine. Therefore, more able children have limited opportunities to practise speaking in front of a large group and to extend their concentration and listening skills as they await their turn. Writing skills are emerging as they use the writing table and take opportunities in role play to mark paper, such as making shopping lists. They use sand to form letters and can write their name on their work without copying. Children are becoming aware that print carries meaning and can identify and pick out their name card at registration. An awareness of sounds in words is developing, for example, as they respond to questioning about initial sounds and link rhythms to words.

Children are encouraged to develop their skills and interest in early mathematics. They are able to use their understanding of numbers to solve simple problems like determining how many children are playing in the sand and how many aprons they need. Mathematical language is introduced through a variety of practical activities, encouraging children to use language to describe shape, size and position. As children play with dry and wet sand they learn that wet sand does not turn the wheel and dry sand will not form shapes. This encourages children to think and problem solve. Children are able to name shapes such as a triangle and a square and less familiar shapes such as a hexagon. They use a good range of equipment during water play, for example, pumps, different sized vessels and sponges. They are able to measure water levels and understand that pumping water makes one level go up and another level go down.

Children develop good exploration and investigation skills as they learn about change, such as caterpillars becoming butterflies and growing cress seeds. They develop an initial sense of time as they talk about the days of the week, the month and the season. Children learn about the environment through activities in the outdoor play area, for example, they discuss the weather and the seasonal changes to plants and trees. They make feeders for the birds in the garden. This promotes an

interest in the environment and the world around them. Children have daily opportunities to use the personal computer. They can independently navigate their way through programmes, confidently manoeuvring the mouse.

Good use of the indoor and outdoor play areas helps the children to develop their physical skills. They use paint brushes, scissors and one-handed tools well. They are able to negotiate space and obstacles. Children can balance, climb and jump well using the outdoor equipment and improve their riding skills on the bikes in the outdoor play area. Their imagination is well developed as they play in the home corner, build with bricks and play with the musical instruments.

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage and a good understanding of how young children learn and make progress. Consequently children are making good progress towards the early learning goals. Planning is good, links clearly to the stepping stones and provides clear guidance for staff to ensure a wide range of activities and experiences are provided for all children. This extends their learning in all areas.

Children respond well to challenge as staff successfully question them during activities to make them think. Staff use good methods to gain and then maintain children's interest, sitting with them, asking questions and giving support when needed. Independence is encouraged well with opportunities provided for children to practise self-help skills, for example, pouring drinks, putting on aprons, washing hands. Staff ensure children with special needs receive a high level of attention and support to ensure they can participate fully in all activities. They raise children's awareness of the community and the wider world well. Good resources and activities are used, for example, puzzles, jigsaws, an atlas globe, multi-cultural dressing up clothes for children and dolls. Books and stories are used to inform such as 'Rama and Sita'. Behaviour is managed well and this results in a calm and caring environment for children.

Monitoring procedures are effective and used well to evaluate and improve the quality of teaching. Children's progress is recorded to inform teaching and planning. However, the present assessment system does not link fully into children's learning plans.

Helping children make a positive contribution

The provision is good.

Children enjoy positive relationships with staff and each other. They feel a sense of belonging, which helps them to feel confident and settled. All children are greeted warmly by staff and any children feeling insecure receive appropriate support. Children's individual needs are discussed with parents in detail. The needs of children with learning difficulties and/or disabilities are recognised and met sensitively. Good working relationships exist with outside agencies such as speech therapists and health care professionals, to plan and deliver individual programmes as necessary. Any special requirements or information are discussed and consistent communication and information exchange takes place. Good levels of support ensure that all children are included and receive a great deal of individual attention. This

along with ongoing assessment work ensures children develop at their own pace and make good progress.

Children are valued and respected as individuals. Staff use praise and encouragement during play and throughout the session, this develops their confidence and self-esteem. Children work harmoniously with others and play well together, sharing and taking turns. Their view of the wider world is promoted well with activities, topics and images used to aid discussion and promote an open mind and respect for others. Children's spiritual, moral, social and cultural development is fostered.

Relationships with parents are friendly. Parents are kept well informed about their child's time at the session. A key worker system is in place to provide a link with parents and to coordinate the planning and record keeping for individual children. Parents are aware of how the setting operates through a hand book and regular newsletters detailing forthcoming events and projects. Parents are also encouraged to 'help out' at sessions, the setting operates a parent and carer rota and parents are supportive and enthusiastic in contributing their time. A 'helping at playgroup policy' is displayed so that parents are confident about what to do and what is expected of them. Other 'extended family' members contribute their time such as grandparents. This is beneficial to the children as they are able to share experiences with a variety of members of the community.

The partnership with parents and carers of children who receive nursery education is good. They receive information on the education programme provided and good two way sharing of information enhances the children's learning. More 'formal' sessions are arranged such as open mornings, where staff and parents share information about the children's development. This helps to ensure children progress and make a positive contribution.

Organisation

The organisation is good.

There is a good level of staff who are qualified in child care and education. Staff regularly attend relevant training and this contributes to the quality of care provided. Good vetting procedures ensure staff are suitable and any persons who are not vetted are not left alone with children. All of the required policies, records and procedures are in place and have recently been updated. They are available for inspection and available to parents. Policies and procedures work well in practice to promote children's enjoyment, achievement and ability to make a positive contribution.

Leadership and management of the nursery education is good. The manager has been effective in developing a committed team approach with staff who aim for good quality education for all children. Effective systems are in place to evaluate planning. This ensures good delivery of the programme. Regular staff meetings are held to plan topics, themes and activities.

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

Improvements since the last inspection

At the last inspection staff were required to ensure they had effective procedures in place to protect children from adults who have not been vetted. Children are supervised effectively and documents have been adapted to support this practice; a statement is included in the parent helpers policy. Staff were required to ensure sure that poisonous plants are inaccessible to the children. Guidance has been sought regarding an Ivy plant growing on the rear garden wall, information has been obtained via the internet regarding the danger posed by the plant. The ivy is closely monitored and any berries growing on it are removed.

Complaints since the last inspection

There have been 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.

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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):

- ensure premises are secure; this refers to the main entrance door.

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 systems into planning to indicate individual learning targets for all children.

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