



## Bratton Pre School

Inspection report for early years provision

<b>Unique Reference Number</b>	145857
<b>Inspection date</b>	09 November 2006
<b>Inspector</b>	Paul Martin Kitchen
<b>Setting Address</b>	The Church Institute, Tynings Lane, Bratton, Westbury, Wiltshire, BA13 4RR
<b>Telephone number</b>	07949 286 991
<b>E-mail</b>	
<b>Registered person</b>	Bratton Pre School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Bratton Pre School opened in 1976. It operates from two rooms at The Church Institute, Bratton, Wiltshire. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.15 to 12.00 and remains open each weekday till 13.00 for the lunch club. A breakfast club, which opens from 08.00 each day and afternoon sessions, are available according to demand. All sessions are offered term-time only. All children share access to an enclosed outdoor play area.

There are currently 32 children aged from two to under five years on roll. Of these, 26 children receive funding for early education. Children come from a wide catchment area including Bratton, Edington and the town of Westbury. The pre-school currently supports a number of children with learning difficulties/disabilities.

The pre-school employs six members of staff, all of whom hold appropriate early years qualifications. The pre-school has attained PSLA accreditation.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in warm, clean premises, where they learn about the importance of personal hygiene. They are encouraged to wash their hands before eating and after using the toilet. Children independently ask for a tissue which they dispose of hygienically. Children benefit from daily exercise in the outdoor play area, where they have the opportunity to extend their strength and build their muscles, through running, riding wheeled toys and balancing. Children show respect for the physical boundaries of the setting and are well co-ordinated. They line up when asked to do so, responding to their names when called. They are well looked after if they become ill and are protected through staff's sound knowledge of emergency first aid, medication routines and the procedure to follow in the event of an accident.

Children enjoy a daily healthy snack of fresh fruit which has been hygienically prepared. They choose from water or milk which helps them to stay healthy and they learn about the benefits of healthy eating. Staff keep accurate records of children's allergies and special diets which protects them from harm. Children sit together during meal times, which are sociable occasions, when children chat to friends. Throughout the day they have easy access to fresh drinking water from a jug and cups situated in the play room.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Staff provide children with a warm and friendly welcome upon arrival, making them feel secure. Colourful wall displays adorn the playroom and examples of children's art work are placed on a table for parents to peruse. Play rooms are mostly suitable with toys laid out for children to see on arrival. Staff manage the space so that children can move about freely.

There is a good range of toys and equipment for children to play and eat together. Equipment and resources available are suitable and age-appropriate. Children can access toys with ease as they are stored at their height. A balanced range of materials promote children's learning in all areas, such as home corner, where children role-play their home. A computer helps children learn mouse control and keyboard skills.

Staff keep a record of visitors, so they are aware of the adults who are on the premises, to ensure children remain safe. An emergency fire evacuation procedure is in place, which children practise so they are able to leave the premises safely and swiftly. Play rooms and the outdoor area have been risk-assessed ensuring any risks to children are carefully measured. However, the perimeter fence is insecure and low in places and nettles are evident. Whilst sufficient staff are vigilant in the garden to supervise children, these areas remain a hazard.

Staff protect children's welfare by their effective knowledge and understanding about safeguarding procedures. Staff are aware of the indicators of abuse and neglect, and ensure children remain safe and free from harm. Parents are aware that the staff have a duty to refer concerns, and work in partnership with parents to provide the help and support that may be required.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Staff and children share a warm relationship and are polite and respectful to each other. Children are confident in approaching staff, talking to them about events that are happening at home, such as a new baby. Staff sit at children's level, making eye contact with them, showing that they are interested in what children have to say. Children's imagination is encouraged when they make up games, for example with the dinosaurs. Staff encourage children to engage in challenging activities such as spinning inside the plastic saucer in the garden, or pasting with paper mache and balloons. This helps with children's self esteem and confidence. Children are beginning to be aware of the effect their behaviour has on others and staff help in their understanding of right and wrong, by providing clear explanations. Parents sit with their children at registration time and leave when appropriate. This ensures children settle well and are happy about the separation.

### **Nursery Education.**

The quality of the teaching and learning is good. The manager and staff carry out their responsibilities with great care and attention. They conduct self-assessment programmes and further training to ensure the pre-school maintains an effective skill level to care and educate the children in their care. Children make good progress through the stepping stones, towards the early learning goals. This is due to staff's secure understanding of the Foundation Stage.

Planning is comprehensive. Written activity plans indicate that children are offered a range of activities across all areas of learning. Detailed planning for focussed activities ensures clear learning intentions are identified for children. Children's achievement is clearly linked to the stepping-stones. Observation and assessment are used by staff as a means to identify children's progress and achievements. Assessment records for each child clearly show children's approach to learning and their achievements, including the next steps in their learning. Staff use open questions to effectively promote children's thinking and resources are generally well used. They use a good range of teaching methods and have a clear understanding of how children learn and progress.

Children concentrate well for short periods, such as when staff call the register or at circle time. Most children are knowledgeable about the use of equipment and resources in the setting, such as the basic use of scissors and tools in the sand tray. Children are developing their imagination, for example as they create games with dinosaurs. They are well able to communicate to staff about their likes and dislikes, particularly when in the garden. Here they show their objection to coming in from outside play. Children listen and speak correctly in small groups, during circle or registration time. They speak confidently about events at home such as their experiences of fireworks. Children learn they must wait their turn when speaking in groups.

Children hold a pencil correctly and older children are able to successfully name their own work. They access reading materials in the book corner. However, the area is not presented well, nor is it welcoming to children or comfortable. In addition, staff do not sit in the area presenting a good role model. As a consequence, children do not develop a growing interest in the pleasure of books. Children are encouraged to extend their interest in their favourite toy or dinosaur, attempting to draw from the model. They sing and join in with familiar songs with great enthusiasm.

Children are proficient with number activities such as counting models into a box. They recognise numbers up to ten and practise using numbers when they count spontaneously. Children recognise shape and size when building with cardboard boxes. They develop concentration when positioning shapes correctly.

Children show curiosity and interest when exploring their environment. They correctly describe the weather, month and day when asked in a large group. Staff celebrate birthdays for the children. Here children learn about candles, fire and matches and ask about the effect of fire on the grass. Children develop the use of the computer skills such as mouse control and keyboard skills. They demonstrate good control of tools as they confidently dig with spades.

Children explore colour when painting and can name primary colours. They explore texture on dinosaur skin or the mixture of paper and glue in paper mache. Children skilfully trace around shapes and paint the resulting drawing.

### **Helping children make a positive contribution**

The provision is good.

Staff value children and ensure they are free from discrimination, by ensuring all children are able to join in with all the activities available. Staff listen carefully to what children have to say, helping them feel good about themselves. A good range of resources reflect diversity such as posters, books and craft work. Children learn the basics of sign language such as hello and goodbye and practise amongst themselves. They learn about their own and others' culture, for example by observing Indian drummers.

Staff seek information from parents, during the application stage, to ensure that they are able to provide for children's individual needs, and keep records up-to-date. Staff have knowledge of the needs of children in their care as they know the children well. Therefore, they are able to recognise changes or concerns, which they share with parents. Staff adapt activities so all children are able to take part, which may involve children having a sole staff member for a period of time.

Children behave well. They benefit from staff's expert management of their behaviour. Children's desirable behaviour is encouraged by staff praising and reinforcing their conduct. A badge rewards good behaviour such as when one child is seen as being kind to another child. Children are learning to share and negotiate, particularly in the outdoor area when using the bikes. Children are reminded about the rules, such as not running or shouting.

Parents are provided with a good range of information, which keeps them informed about the provision. This includes newsletters and information in the waiting area of the pre-school. The display board also contains information about the Foundation Stage and early learning goals and where they can obtain further information. A complaints policy and procedure guides parents through the process, although the address of Ofsted is incorrect.

Spiritual, moral, social and cultural development is fostered. Children play harmoniously alongside each other and work in small groups in the sand and home corner. They are kind to each other, supportive and well mannered. They are developing a sense of pride in their work and as a consequence are becoming more confident. Children willingly tidy away after play and are well controlled. They mostly respond to the rules such as not running or shouting.

Partnership with parents is good. Staff have a warm relationship with parents. Parents are well informed about their child's progress and achievements. They are encouraged to be involved with their children's learning such as helping out on a rota or reading stories at home. Staff are described as always available and helpful. They are easy to approach, particularly at hand-over time when staff are at their busiest. Parents report that staff are particularly sensitive to children's needs when they are very new and separation is difficult. Here they can stay with their children for as long as necessary.

## **Organisation**

The organisation is good.

The staff group are all suitable and all hold qualifications in early childhood studies. They all have the relevant experience to provide the consistent care as required. Children's welfare is paramount and staff have put into place effective procedures to protect children from adults who are not vetted. Playrooms are organised to maximise space and resources. However, implementation of the routine, at times, is not conducive to creating an effective learning environment. For example, staff clear away activities during children's singing lessons. The noise created distracts children and does not support their concentration. Suitable records, policies and procedures underpin the efficient management of the provision. All records and documentation are stored securely and confidentially and are easily available for inspection. Appropriate records are shared with parents, who are kept well informed about their child's progress.

Leadership and management is good. Staff work well with advisory teachers and the local primary school to constantly review the care and learning in respect to the effective transfer to school. All staff work effectively as a team. They give each other feedback to constantly review the service. Strengths and weaknesses are identified by staff which are discussed at the regular team meetings. The pre-school has recently successfully been awarded accreditation by the Pre-School learning Alliance. The provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection the provider was asked to ensure children develop independence during snack time. Children now help to lay up tables, clear away and serve themselves drinks.

They were asked ensure children have access to mathematical activities. Children experience simple maths during registration time and other times of the day. The provider was asked to ensure good hygiene practices are in place. Staff supervise children washing their hands before meals and snacks. The provider was asked to ensure parents have access to the complaints procedure. A written complaints procedure is available on the parents' notice board. However the address of the regulator is incorrect.

At the last education inspection the provider was asked to improve story time and engage younger children. Staff have now developed skills in engaging younger children in story time. In addition they were asked that the organisation of activities included the whole group in order to ensure children's behaviour does not deteriorate. All children now behave well and they are occupied.

### **Complaints 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.

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 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):

- ensure children are protected from hazards in the garden

#### **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 children's natural interest in books, for example by providing a more conducive environment within the book corner

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](http://www.ofsted.gov.uk)