



Broughton Manor Preparatory School

Inspection report for early years provision

Unique Reference Number	EY254264
Inspection date	19 February 2007
Inspector	Maxine Coulson
Setting Address	Broughton Manor, Newport Road, Broughton, Milton Keynes, MK10 9AA
Telephone number	01908 665234
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Registered person	Ravenstone House
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 outstanding.

WHAT SORT OF SETTING IS IT?

Broughton Manor Preparatory School is privately owned. It registered its nursery in 2002 and operates from a purpose built building in Milton Keynes. The children who attend come from local and surrounding areas.

A maximum of 84 children under three years may attend the nursery at any one time. The nursery is open 46 weeks a year from 07.30 to 18.30. All children have access to a secure enclosed outdoor play area.

There are currently 81 children aged from three months to three years on roll and 37 children on roll who receive funded education. The group support children with learning difficulties and disabilities, and those who speak English as an additional language.

The group employs 24 staff. Of these 16 staff, including the manager, hold appropriate early years qualifications. Three staff are working towards furthering their qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are healthy through good hygiene practices used by staff, which help reduce the risk of infection. For example, regular hand washing and wiping of noses, helps prevent cross infection and the spread of germs. Babies are able to rest and feed according to their own needs and routines. Toddlers and older children are encouraged at all times to wash hands where appropriate such as after going to the toilet.

Children benefit from a healthy and well balanced diet, which meets all their dietary needs. They have regular snacks such as toast, fruit and biscuits both morning and afternoon, with meals freshly prepared and cooked on the premises, available midday. Children have drinks at snack and meal times and have access to fresh drinking water throughout the rest of the day while younger children have their own cups to hand. This prevents children from becoming thirsty.

Children have regular outdoor and indoor access to physical play. Children under the age of three freely choose from a range of toys and equipment that is appropriate to their ages and abilities. They are beginning to learn skills such as climbing up and climbing down, helping to develop their large physical skills and co-ordination. Regular outside play also enables them to freely run around allowing them to learn about spatial awareness while benefiting from lots of fresh air. Older children also have twice weekly sessions of physical education to help them in their development of body control and co-ordination and during these activities they show awareness of their own and others space.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a safe environment. Staff take appropriate steps to minimise potential hazards and are vigilant about the children's safety such as ensuring they arrive and depart safely. However, not all potential risks are identified and dealt with. Children are safe as the premises are kept secure. The children use good quality equipment that is appropriate to their age and stage of development and meets safety standards. For example, babies play with one-piece toys to prevent any risk of choking. Children independently and safely select activities from the clearly labelled toys and equipment that staff make available.

The children learn to take responsibility for keeping themselves safe. Staff frequently remind them about safety aspects as they play and move around the premises, for example gentle reminders to walk and not run. They take part in regular fire practices so they may safely leave the premises in an emergency.

Children are protected as there are always staff on duty with current first aid certificates. The staff safeguard and promote children's welfare and have all the required procedures and documents in place. For example, staff have attended or are booked on relevant training to develop their understanding of how to protect children and to be familiar with safeguarding children procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settle well and are confident within the setting. They have a high sense of self worth and self-esteem through staff knowing and meeting children's individual needs. However, there are differences between the quality of learning and developing for children under three, particularly the under two's and the children who are in receipt of nursery education.

Children between the ages of two and three participate eagerly and enthusiastically in well thought out activities. Staff provide a variety of interesting resources and experiences to help them progress and develop in all areas. However, staff knowledge and use of the Birth to Three Matters framework is limited and therefore impacts on the children's achievements. For example, children under the age of two have few resources out that allow them to become playfully engaged and involved. There are opportunities for them to explore using senses such as touch, smell and taste. For example, young children sit in high chairs playing with diluted custard powder and finding out how 'gloop' feels and smells.

Young children and babies are developing good bonds with the staff. They actively and spontaneously seek out staff members to sit on their laps for stories to be read or, just to have a cuddle. This helps them gain a sense of belonging and develop secure emotional relationships.

Nursery Education

The quality of teaching and learning is outstanding. Children are making excellent progress in all areas of learning. Staff have a sound and thorough knowledge of the Foundation stage curriculum and plan varied and exciting weekly activities for the children. These are exceptionally well matched to the children's interests and abilities. Staff are highly motivating so children become engrossed in their activities and play. Assessments and observations are rigorous and evaluations are used extremely effectively in planning the next steps of the children's learning. Staff are exceptionally skilled in their management of children and their behaviour. They provide a highly stimulating and welcoming environment which is fully reflected in the excellent progress children are making towards the early learning goals.

Children relish their time in the setting. They have an excellent attitude to learning and are happy, settled and purposefully engaged throughout the sessions. They are beginning to develop a sense of time and place as they talk about what happens when they are away from the setting. They are confident in selecting activities and toys and assume responsibility for personal care. For example, they wash hands before and after eating or after using the toilet. Children speak confidently to share their experiences with both peers and staff. They have opportunities to learn about culture, diversity and the wider community.

Children clearly enjoy stories which obviously have an impact upon them, as they recall details during their literacy work. For example, writing about a bear, one child remembers the bear chair story. Staff skilfully use experiences and activities that allow children to learn and develop reading and writing skills. They make use of every opportunity to encourage and extend children's understanding of linking sounds and letters and that print carries meaning. There is labelling, to help children to begin to recognise simple words, everyday opportunities for children to recognise their name, they very confidently count to 10 and beyond and are using language to describe quantity and size. For example, children confidently and quickly identify small, medium and large bears.

Children show wonderful imagination and use role play to enact what they know, extend communication skills and initiate play. They are fully involved in an excellent range of developmentally appropriate indoor and outdoor activities. For example, they have everyday play outside to enable them to have fresh air and exercise, while twice weekly sessions of physical education allow large motor development and co-ordination skills. Children are developing exceptionally good levels of hand/eye co-ordination and control of small equipment through various other activities that involve the use of scissors, pens and pencils for example.

Helping children make a positive contribution

The provision is good.

Children settle well through the positive approach of staff and the parents' co-operation. They gain self esteem as staff create suitable opportunities for them to make their own decisions and express their opinions. Most children have free access to resources on shelving at their level. Diversity and positive images of different people and cultures are in evidence around the setting to support children in developing a considerate attitude to others.

The children behave well and respond to gentle reminders of acceptable behaviour. They enjoy taking turns at everyday tasks that give them responsibility, such as putting out cups for snack time. The staff are well mannered and calm and the children follow this positive role model. The children receive much praise and encouragement for their efforts and helpfulness. Spiritual, moral, social and cultural development is fostered. There are good systems in place so children with learning difficulties or disabilities are integrated into the setting and receive appropriate support in liaison with their parents and other agencies.

Partnership with parents is outstanding. Children benefit from parents' high level of involvement in their learning. Parents are provided with extremely good quality information about the Foundation Stage and are encouraged by the staff to enter into the setting and actively see their children learn. The positive relationships continuously reinforces children's sense of belonging and ensures their confidence in the setting. Good communication, newsletters, recreational days and parents' evenings keep parents fully informed and involved in their child's learning. This helps staff and parents work together extremely successfully, helping children to make consistent and excellent progress in all areas of development.

Organisation

The organisation is good.

Children enter confidently into a bright, colourful and welcoming environment with good staff ratios to ensure children are safe and secure. Appropriate written policies and procedures ensure staff are able to safeguard children's welfare. However, not all new staff caring for younger children, have had an induction course or been fully informed of all policies and procedures. Staff provide daily feedback to parents for children under three to help maintain the continuing care of the children. The sharing of information with parents and keeping clear up to date daily diaries ensure young children and babies receive consistent care and that their individual needs are met.

Leadership and management of the nursery education is outstanding. Staff working with children in receipt of nursery education have an expert knowledge and sound understanding of the Foundation Stage and how to help children achieve. The highly committed management team have a clear vision of fostering the personal development and achievement of all children. They monitor and evaluate the provision of nursery education exceptionally well and have plans for future development. They effectively assess and utilise their areas of strengths and positively approach areas of improvement.

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

Improvements since the last inspection

At the last inspection the setting was asked to consider the following;

to ensure all entries in the accident book are signed by parents or carers and to ensure development records are maintained for all children under three years.

All staff now request parents or carers to sign entries into the accident book at all times, this helps ensure the continuing safety and welfare of the children is maintained.

The group were also asked to ensure development records are maintained for all children under three years. This has yet to be implemented.

Complaints since the last inspection

Since the last inspection Ofsted has received three complaints that required the provider to take action to meet the National Standards. The complaints were relating to; staffing ratios, meeting the needs of individual children, in particular nappy changing procedures and the standards of food being offered at the setting. These concerns relate to National Standard 2: Organisation, 3: Care, Learning and Play and 8: Food and Drink. Evidence was found that staff were not being deployed effectively. A notice of failure to comply was issued. It was also found that staff registers were not being recorded accurately and a notice of failure to comply was issued in relation to this. Food was discussed and the registered person acknowledged that there had been some concerns in relation to food, but she had taken steps to address these. During the course of the visit it was noted that children's nappies were changed appropriately.

A visit to the premises was made to monitor the provider's response to the notices of failure to comply. The inspector found that both notices had been met. No further action was taken and the provider remains qualified for registration.

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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):

- ensure the risk of trapped fingers is identified and reduced where appropriate
- develop staff knowledge and understanding of the Birth to three matters framework to help plan and provide a range of stimulating and appropriate activities
- ensure all new staff receive a complete induction and are fully informed of all group policies and procedures.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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