

# Braunston Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	219931
<b>Inspection date</b>	27 April 2007
<b>Inspector</b>	Tracey Marie Boland

<b>Setting Address</b>	Braunston Village Centre, The Green, Braunston, Daventry, Northamptonshire, NN11 7HW
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<b>Registered person</b>	Braunston Pre School
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<b>Type of inspection</b>	Integrated
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<b>Type of care</b>	Sessional care
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## 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?

Braunston Pre-School opened in about 1975. It operates from the village hall in Braunston, near Daventry. The pre-school serves the local area.

There are currently 47 children on roll. This includes 19 funded three-year-olds and 17 funded four-year-olds. Children attend for a variety of sessions. There are no children currently attending with special educational needs or children who speak English as an additional language.

The pre-school opens five days a week during school term time. Sessions are from 9:15 to 11:45 with the session on Thursdays extended to 12:45.

A total of seven staff work with the children. Six members of staff hold an early years qualification to NVQ level 2 or 3 and one member of staff is a qualified teacher. One other member of staff is currently working towards a recognised early years qualification. The setting receives support from a teacher from the Northamptonshire local authority and is a member of the Pre-School Learning Alliance (PLA).

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children are cared for in a clean, bright, welcoming environment. They are well protected in the event of an accident occurring as all staff hold valid first aid certificates and deal with minor accidents in a calm manner, ensuring the children's comfort. Stocked first aid boxes are provided. Individual medical needs are discussed with parents and catered for appropriately. Children benefit from a clear, concise written policy that the setting shares with parents informing them of illnesses that will mean their child should not attend and they will be contacted and expected to collect their child if they become unwell.

Good hygiene procedures are in place throughout the nursery and older more able children's independence skills are encouraged. Children understand the need to wash their hands after using the bathroom, messy play and before snack. Nappy changing facilities are available which are suitable to ensure the comfort of the children. Staff are fully aware of the needs of the children through the strong communication that takes place on an ongoing basis with parents.

Children enjoy a range of freshly prepared snacks which take into consideration personal preferences and dietary requirements. Staff promote social skills and encourage good manners and individual needs are well known. Children access drinks throughout the session to avoid dehydration. Staff encourage children's understanding of being healthy through topics and discussion, focusing on the importance of good foods and exercise on their bodies.

Children's physical well-being is promoted through activities provided during the day. They are able to develop their skills with balls and wheeled toys and equipment although this is limited due to the space available to them. They enjoy music and movement activities and encouraged to use their imagination through role play.

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

The provision is good.

Children enjoy a wide variety of well maintained toys and equipment which are interesting, stimulating and fun. They learn to keep themselves safe throughout the day through the continual reinforcement of safety issues by staff who make daily visual assessments of the areas used by the children to ensure they are safe and suitable. Detailed written risk assessments are in place and reviewed for all areas of the provision. Children are cared for in an environment where most potential hazards have been identified and minimised and staff are vigilant in their approach to safety and the welfare of the children.

Good security measures are in place and parents and visitors to the setting can only gain access to the setting via a member of staff. Children are very well protected in the event of a fire as safety procedures are in place and fire fighting equipment is checked annually. A clearly written fire evacuation procedure is displayed, known by staff and practised with the children. Clear records are maintained and evaluated. Visits have been made to the setting by local fire officers to reinforce fire safety with the children.

Children's welfare is effectively protected because staff have a good working knowledge and understanding of child protection issues and local procedures. They understand their role and responsibility with regard to protecting children from abuse. A clearly written policy is in place,

known by staff and shared with parents. Effective measures in place within the setting ensures that children are not left alone with unvetted adults.

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

The provision is good.

Children enjoy a broad range of play experiences. Staff have a good understanding of the individuals they care for, their needs and abilities. Excellent relationships have been formed between staff, children and their peers and interaction is very good. Children enjoy activities that are interesting, challenging and exciting fun and staff are responsive to the needs of the children. Staff have a firm understanding of child development and use the stepping stones to plan a wide ranging variety of activities for three and four-year-olds to challenge and extend them in their learning. They have recently attended training in relation to the 'Birth to three matters' framework. However, their understanding is limited which impacts on the planning of activities for children under three. Staff plan together and complete detailed observations and assessments of the children. This enables them to identify specific areas of learning and keep parents informed of progress.

Independence is encouraged with the older children and they access resources which are well maintained resources and age-appropriate. Children move freely between activities and are secure in the daily routines that are in place. Children are encouraged and praised for their achievements, which promotes their self-esteem. Older, more confident children talk excitedly about what they enjoy and play well together.

Nursery education.

The quality of teaching and learning is good. All staff have a good understanding of the Foundation Stage and use the stepping stones to plan a full and interesting curriculum. Challenges are appropriate and enable the children to progress well. Staff's skilful questioning ensures that children are encouraged to problem solve and their thought processes are extended. Children are active, interested and involved as staff are proactive in their approach to providing a wide range of activities and play opportunities that enhance their development. Individual observations and assessments are completed to monitor progress and staff use the information gained to plan the next step in children's learning. Behaviour is good and children understand right from wrong. Staff are consistent in their expectations of children who respond positively to praise.

Children are very happy, settled and confident and have a positive approach towards new experiences. They continually gain confidence and independence when carrying out activities and in the daily routines. They proudly show staff and visitors their work and talk excitedly about what they have done. Children recall things they have done at home and interact well with the staff and their peers. They learn about similarities and differences and are interested in cultural celebrations. Some have formed clear relationships with their chosen friends.

Children are eager to be involved in conversation and discussion with staff and with their peers about things they have done or where they have been. They enjoy listening to favourite stories and join in familiar songs and rhymes. They are learning to speak clearly and confidently and staff encourage and support the less confident children in the group. They access books regularly and understand the need to take care of them. Older children learn that print carries meaning and all enjoy well known stories. Children are learning early writing skills and some more able children are able to form letters correctly and write their names on their work. Children link

sounds to letters in a variety of ways and have their own individual boxes that hold all the letters they have learnt. Children recognise their own names and find their name cards easily at snack time.

Children count in planned and spontaneous activities which compounds their understanding of numbers. Staff are responsive to the children and actively encourage them to count beyond 10. They weigh and measure through planned activities and are developing an understanding of simple addition and subtraction through planned activities. Some more able children recognise numerals, some in sequence and are able to write the correct numeral for the items they have counted. Children compound their understanding of number work through favourite songs and rhymes.

Children use a variety of small tools and equipment, safely and with a purpose. They are skilful and confident when using the computer. They show good control of the mouse and are able to move between challenges easily. Children talk about what they have done and things that are familiar to them such as their families, siblings and places they have been to. They are learning about cultural differences through topics and celebrations.

Children manoeuvre resources such as balls and wheeled toys with control and direction have an increasing awareness of space for them and their peers. However, although plans are in place to extend the space available to them for physical play and include the outdoors, children are not developing their large muscles sufficiently as they do not have regular opportunities to climb and balance. Through activities they learn about health, an awareness of their own bodies and understand the differences to their breathing and heart rate following exercise. They practise and develop fine motor skills using small tools and equipment such as scissors, rollers and cutters exploring malleable materials.

Children are aware of colours and shapes and choose specific colours for a purpose. They make clear marks in a variety of ways and enjoy mixing colours in planned and spontaneous situations for example two children at the easel paint their hands red and yellow, rub them together and make a print on the paper. They explain they have made orange and start the process again. Children are involved in role play based on their own experiences and play alongside their peers. They make 3D models from materials and have spent time creating modes of transport to correspond to the current theme.

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

The provision is good.

Staff have a good understanding of the needs, preferences, likes and dislikes of the individual children who attend following discussion with parents. Children are involved in a variety of festival celebrations throughout the year and access a good range of resources that reflect positive images of their community and the wider world. Children's spiritual, moral, social and cultural development is fostered. Children's individual needs are discussed with parents in detail. Any special requirements or information are discussed and consistent communication and information exchange takes place. Special needs of children are recognised and met sensitively. A comprehensive policy is in place regarding special needs which details how the service will be provided to children.

Partnership with parents and carers is good. Effective communication with parents ensures staff are well-informed of home routines and therefore able to meet children's needs. Clearly written policies are shared with parents which inform them of the care provided. Children

benefit from a gradual settling in period, which enhances their feeling of security. Parents opinions are sought and they regularly receive information through newsletters and daily diaries which keep them involved and informed of their child's progress. Excellent feedback was received from parents attending the setting who feel that their children are very well cared for by a professional team and that they are involved and informed in the day to day care their child receives. Parents form a major part of the groups committee and are enthusiastic and forward thinking in ensuring the safe and suitable operation of the group.

Behaviour within the setting is very good. Children are responsive to the calm, consistent approach of the staff who are good role models and take account of the differing levels of understanding of the children. Positive strategies for dealing with behaviour are used and staff understand the importance of focusing on positive behaviour rather than negative. Manners are encouraged and children learn to share and take turns. They receive ongoing praise and encouragement for their good behaviour and achievements and staff work closely with parents to resolve any issues that may occur. Staff attend training courses relating to this area of their work to ensure they are fully informed of up to date practices and legislation.

### **Organisation**

The organisation is good.

Children are cared for in a welcoming, caring environment and parents and children are greeted by staff as they enter the nursery. A good variety of play experiences and opportunities are provided throughout the day. Children move confidently between the areas available to them and are engaged and relaxed within the daily routines. Staff are deployed effectively and use their skills and knowledge in the childcare field to ensure the play experiences meet the needs of the children.

Thorough recruitment and selection procedures are in place and over half of the staff team hold an appropriate early years qualification. Children's welfare is maintained at all times as clear procedures in place ensure children are not left unattended with unvetted adults. Clear, comprehensive written policies and procedures are in place, shared with parents and implemented well by staff.

Leadership and management is good. Children's play and learning experiences are enhanced as staff are enthusiastic, approachable and committed to enhancing their practice through ongoing training and development. The managers identify their own needs and keep up to date with current practices through literature, discussion with other professionals and accessing training. They work closely with the mentor teacher from the local authority and have a good understanding of the Foundation Stage of learning and continually strive to promote good practice. Staff identify their own needs through regular supervision and appraisals and support and encourage each other in their daily work. A key worker system is in place providing consistency of care for both children and parents and compounds children's feeling of security.

Overall the children's needs are met.

### **Improvements since the last inspection**

At the last inspection the setting was asked to develop the written complaints procedure so that it includes the address and telephone number of the regulator. The policy has now been updated and includes all relevant information and the new requirements with regard to timescales

for dealing with any complaints made to them. A complaints record is held and available at all times.

Develop the written statement on special needs so that it is consistent with current legislation and guidance and includes both special educational needs and disabilities. The group's SENCO has accessed training and the policy updated to ensure that all relevant information is included and that staff are fully conversant with it's content.

Make sure fresh drinking water is available to children at all times. Drinking water is freely available to the children and some children bring in their own water bottles which they access freely throughout the sessions.

Make sure that the registration system includes hours of attendance for children and staff and that all staff have induction training, which includes health and safety and child protection procedures, in their first week of employment. This has now been developed and clear procedures are in place for new staff to ensure that the induction is informative and concise. Attendance records are completed and meet requirements.

### **Complaints since the last inspection**

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 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):

- continue to develop staff's understanding of the 'Birth to three matters' framework

#### **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):

- continue to develop the physical experiences provided for children.

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)