

# Bray Pre-school

Inspection report for early years provision

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<b>Unique Reference Number</b>	108449
<b>Inspection date</b>	24 May 2007
<b>Inspector</b>	Hazel Farrant

<b>Setting Address</b>	The Village Hall, Old Mill Lane, Bray, Maidenhead, Berkshire, SL6 2BW
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<b>Registered person</b>	Bray Pre-school
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Bray Pre-school opened in 1973 and operates from Bray Village Hall. The pre-school serves the needs of families in the surrounding area.

There are currently 38 children on roll. Of these, 27 children receive funding for early education. Children attend for a variety of sessions. The setting is able to support children with learning difficulties or disabilities and for those who speak English as an additional language.

The pre-school opens five days a week during term time. Sessions are from 09.15 until 13.00 Monday and Wednesday; 09.15 until 12.00 Tuesday, Thursday and Friday; and 12.30 until 14.45 Tuesday and Thursday.

There are seven staff working with the children. Over half the staff hold appropriate qualifications in childcare with three members of staff working towards a recognised early years qualification.

The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children learn the importance of personal hygiene and are developing good self-care skills through discussion and daily routines. For example, they are actively encouraged to wash their hands at appropriate times. Children use individual paper towels and antibacterial soap to help prevent the possible spread of infection. Staff follow good hygiene procedures to provide a healthy environment for the children. The kitchen used for the preparation of snacks is clean and well maintained. Staff ensure all tables are cleaned thoroughly before and after each snack-time. Staff have a very good understanding of the procedures to follow if an accident occurs on the premises. Clear records are kept and the parents are required to sign them, ensuring they are fully informed at all times. Children receive immediate treatment for minor accidents; over half of the staff hold current first aid certificates. A fully stocked first aid kit is kept accessible in the main hall. Parents also give written consent for staff to administer medication and to seek emergency medical advice or treatment if necessary.

Children's health is promoted effectively because all staff are fully informed about allergies, medical and cultural requirements. Detailed records are compiled with the parents to ensure all the children's needs are being met in the best possible way. Children are beginning to learn the importance of healthy eating as they help to plant and tend vegetables in the allotment. The pre-school provides an extensive range of fresh fruit and vegetables for snacks. This promotes children's good health in line with their healthy eating policies. Snack-time is a good social occasion for the children as they chat to the staff and their peers. Older children have the opportunity to stay for lunch; this helps them prepare for the transition into full time education.

Children have good opportunities to develop their physical skills during outdoor activities. For example, they ride wheeled toys with precision, showing good spatial awareness as they avoid collisions with others. Children walk sensibly in pairs along the path to an enclosed outdoor play area close to the village hall; they are supervised well by the staff. Children have good hand to eye co-ordination as they play ball games and run around chasing bubbles blowing in the wind. Children expertly manipulate dough, use spatulas, glue sticks, and gain confidence using scissors.

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

The provision is good.

Children benefit from a clean and well-maintained play and learning environment. The group displays educational posters to provide a stimulating and interesting place for children to play and learn in. Children benefit from an extensive range of play materials, resources and equipment, which staff use effectively to provide a broad range of interesting activities. The resources are clean and well maintained and are brightly coloured to attract the children's attention. Resources and activities are set up around the hall so that children can access them freely, increasing their independence and freedom of choice effectively. The front door is kept locked when the group is in session to protect the children. All visitors are required to sign in and out in the visitor's book, maintaining a record of everyone who comes into contact with the children.

Children's safety is promoted effectively because staff are vigilant and carry out written risk assessments. A daily check is completed before the children arrive and any possible hazards are removed. Children are beginning to learn to keep themselves safe through daily routines and discussions. For example, they know they must not run in the hall and staff ensure safety is maintained when children are using scissors whilst making their kites. Emergency evacuation drills are carried out at least once every half term to ensure all children and staff are fully aware of the procedures to follow. This helps the children to learn to keep themselves safe in an emergency. Children know that 999 must be dialled to call the fire brigade. Written emergency evacuation procedures are clearly displayed for staff, volunteers and visitors. Most staff have a good understanding of the child protection procedures. However, not all staff are clear of the procedures to follow and require up-to-date training to further promote children's safety and welfare.

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

The provision is good.

Children are happy, confident and engaged in purposeful play throughout the session. Younger children benefit from being with the older children and follow their good examples of sitting quietly at appropriate times. Children sit attentively to listen for their name when the register is called and say 'I'm here' when they hear their own name called. Children communicate well with their peers and adults and co-operate well during play. They share and take turns fairly and provide solutions to problems. For example, they select tape to stick the tail onto their kite during a craft activity. Staff provide a balance of structured activities and free play. Children show a lot of interest in the activities available to them. Younger children enjoy constructing models out of large building blocks. They chat between themselves about the tools they are using at the play workbench. They confidently name the tools and know that a saw is sharp. Staff work with the Birth to three matters framework and support children appropriately.

### **Nursery Education**

The quality of teaching and learning is good. Children make good progress towards the early learning goals and learn in a rich and exciting environment. They freely access a range of well-chosen resources that support their learning. Three members of staff have attended Foundation Stage Curriculum training and have a good understanding of it. Other staff who have not received training are fully supported and most staff are well prepared for the activities they cover. Children's progress is monitored and recorded by their keyworker. Curriculum planning covers all areas of learning over the year. However, plans do not clearly show extensions to activities for children that are more able. Staff evaluate the activities but do not record the information meaningfully to inform future planning.

Children are becoming independent as they start to take responsibility for their personal hygiene with growing confidence. Children have good relationships with each other and confidently communicate with staff and other adults. Their language skills are developed and extended by staff. They begin to link letters to sounds during board games. Their literacy skills are developing as some children use pens and pencils confidently to write their own name on their artwork. However, not all children are encouraged to attempt to write their own names and pencils are not readily available at the painting easel.

Daily calendar activities develop children's understanding of the passage of time. Children are confident in numbers and many can count to 20 and beyond. Most children know today's date and confidentially tell one another we are in the year of 2007. They show an awareness of shape

as they complete puzzles and compare sizes of the 'compare bears' they find whilst digging for treasure in the potting compost. Children know shapes such as triangles, squares and circles. Children learn about the wider world as part of topic work. They have access to resources, such as books, dolls and figures of differing abilities in their daily play.

Children are engrossed in their role-play; they pretend to be 'Superman' and 'Princesses'. They are confident in dressing themselves and choose accessories to extend their own play. Children make birthday cakes out of the play dough and sing 'happy birthday' to one another, they are happy and confident.

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

The provision is good.

Children feel good about themselves and show respect and consideration for others as they play together and share resources. As a result, children's spiritual, moral, social and cultural development is fostered. Children learn about diversity through planned topics and resources readily available to them. Staff support children with specific learning needs. They work closely with parents to ensure individual needs are met. Some children are supported with individual educational plans and with the use of timelines to help their communication skills. Children benefit from the group's clear guidelines for behaviour. Staff act as good role models, they are sensitive and kind and treat children as individuals. Children are polite, well behaved and know what is expected of them. They know when it is time to tidy up and respond well to staff praising them for a job well done. Children display good levels of self-esteem and confidence.

The partnership with parents and carers is good. Parents receive written feedback on their child's progress and have opportunities to see their children's work through formal and informal meetings. Regular newsletters and information displayed keep them well informed about pre-school practice. Children are encouraged to bring in items from home for 'show and tell', this helps to involve parents in their child's learning. Parents support the pre-school very well. They take part in a rota to provide additional support and enjoy the opportunity to see their child at play. Policies and procedures are easily accessible for parents. They know who their child's key worker is and staff are always available to talk to parents at the end of each session. A complaints procedure and log is in place.

### **Organisation**

The organisation is good.

Leadership and management is good. A newly formed committee are in the process of taking on their responsibilities to enable them to support the manager in her role. Although there has been recent changes to the staff who work at the pre-school, the manager has developed a team of committed staff, who work well together and provide a friendly and happy environment for children. Children arrive to a well-prepared hall that is set up with an exciting range of activities and resources every day. Children are familiar with the routines that provide a good balance of activities and which provide a rhythm to the session. This provides a welcoming and stimulating environment and helps children settle well to their activities.

Children receive good support from the clear deployment of staff and generous ratios and staff work closely with the children at all times. Suitably qualified staff work with the children receiving nursery education. Staff are encouraged to attend training to enhance the good practices already in place. This also helps to keep them informed of best practice and supports the welfare and education of the children.

The manager and staff identify areas for development and improvements within the nursery provision. For instance, children's physical development will be further promoted with the addition of an outside climbing frame.

Staff maintain documentation and share children's records with parents. They implement policies and procedures effectively. Suitability checks are made for all staff and a list of police clearances is maintained appropriately. An attendance record is maintained, however times of arrival and departure are not included. Overall, the setting meets the needs of the range of children for whom it provides.

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

Since the last inspection the complaints procedure now includes Ofsted's contact details. Two members of staff have completed training to ensure food preparation is prepared and handled in line with Environmental Health requirements. All staff are encouraged to attend training when available.

Children now benefit from some activities being re-arranged to enable staff to have a clearer opportunity to help children in specific areas.

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

Since 1 April 2004 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):

- ensure all staff attend child protection training to further safeguard children's safety and welfare
- further develop the attendance record to include exact times of arrival and departure of children and staff.

#### **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):

- further improve children's communication, language and literacy by encouraging them to write their own name on their art work
- further develop planning records to clearly show extension to activities and evaluate meaningfully, so that the planning cycle is fully effective in respect of children's learning.

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)