

Bradbourne Park Pre-School

Inspection report for early years provision

Unique Reference Number	127035
Inspection date	22 May 2007
Inspector	Stephanie Graves
Setting Address	Bradbourne Park Road, Sevenoaks, Kent, TN13 3LB
Telephone number	01732 459340
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Registered person	Bradbourne Park Pre-School
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 satisfactory. 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?

Bradbourne Park Pre School opened in 1979 and operates from three rooms in a single storey building. It is situated within the grounds of Sevenoaks Primary School, Sevenoaks. A maximum of 40 children may attend the pre-school at any one time. The setting is open each weekday from 09:00 to 11:45, and on a Wednesday and Thursday afternoon from 12:30 to 15:00, during term times only. All children share access to an enclosed outdoor play area.

There are currently 70 children aged from two to five years on roll. Of these, 51 children receive funding for nursery education. The pre-school serves the local area and most of the children, go on to attend the school. The setting currently supports a number of children who speak English as an additional language.

The nursery employs 12 members of staff. Of these, five, including the supervisor hold appropriate early years qualifications and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are provided with a range of experiences which help to develop their knowledge and understanding of good health and hygiene issues. For example, they know they need to wash their hands before eating snacks and well illustrated prompt cards in the toilet area reinforce how to do this effectively. Effective procedures help to prevent cross infection. These include the use of appropriate cleaning solutions for equipment and surfaces to ensure they are hygienically clean. Children benefit from appropriate procedures, which ensure they are well cared for if they have an accident or become unwell. For instance, accidents are recorded and children with infectious ailments do not attend the setting. This helps to prevent the spread of infection.

Children have access to drinking water at all times. They help themselves whenever they are thirsty, which helps to keep them hydrated. They talk about their favourite snacks, which are currently provided by parents. They follow the routine well at snack time and can be heard telling one another what they have brought in. Examples include breadsticks and a range of fruit or vegetable pieces. Staff work with parents to ensure children's individual dietary needs are addressed and promote a healthy eating policy.

Children enjoy many experiences to develop their physical skills through the nursery education curriculum. They can readily access a good range of fine manipulative experiences as well as a good range of energetic, outdoor opportunities. They understand the effect that exercise has on their bodies, for instance, by recognising that they feel 'hot' after a music and movement activity. They also have access to comfortable areas to rest. This helps to ensure their sense of wellbeing is promoted.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for within a safe and secure environment. There is plenty of unobstructed space, which means they can move around safely and make choices from the free flow play opportunities provided. Staff ensure they supervise children closely at all times and often count numbers to ensure all are accounted for. Ongoing risk assessments help to identify any hazards and action is taken to reduce any risks to children's safety. Toys and resources are checked regularly to ensure they remain safe and appropriate and all hazardous equipment is made inaccessible. Children are developing a good understanding of safety. For instance, they are heard to make comments, such as, 'those children shouldn't be doing that because their mummy isn't there' as they look at a book. They learn how to help keep themselves and others safe through good staff input. For example, during an action song they are told to 'row their boats gently' to avoid accidentally bumping into one another. As a result, children become mindful of those around them and develop an understanding of personal safety.

Children's welfare is promoted through a range of safety procedures. This includes an emergency evacuation plan and ensuring the safe supervision of children on outings. The written policies for safeguarding children and where an allegation of abuse is made against a member of staff have not been updated to current requirements. However, training updates are planned and staff demonstrate a satisfactory knowledge of the signs and symptoms of abuse and what they

would do in the event of a concern. This means the current procedures in place help to safeguard children.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive confidently and are comfortable and settled within the pre-school environment. They gather briefly together to say good morning and share any favourite items and news from home, then involve themselves with wide a range of stimulating toys, resources and free play experiences. Children eagerly take part in large group activities, such as music and movement. However, some become distracted due to raised noise levels, which means others are unable to concentrate effectively or enjoy what is being provided. Children enjoy being with familiar staff who interact well with them. The staff team have a good understanding of what children need in order to progress in all areas of learning. The pre-school uses the Birth to three matters framework to meet the developmental needs of children under three years of age. The younger children confidently access a good range of stimulating toys and resources. They enjoy experimenting, for instance, as they tip water down shoots in the outdoor area to 'make puddles' or play with play dough or sand.

Nursery education.

The quality of teaching and learning is good. Children are progressing effectively towards the early learning goals. Their learning and achievements are good in relation to their initial starting points and capabilities. This is because the staff working with them implement the Foundation Stage requirements well and provide a broad and balanced range of experiences. Children are observed and assessed until they leave the setting, at which time transfer documents are completed. Planning is well documented and differentiation is used to ensure the learning needs of all children are addressed. The next steps in children's learning build on what they already know and can do, although these are not clearly recorded or identifiable. Planning focus sheets help to ensure learning objectives are implemented and evaluated effectively.

Children confidently and independently take part in a very good range of activities provided. As a result they are becoming independent learners as they move around the room and make choices. They are friendly, play well together and talk with others about their favourite activities. Staff ask effective questions, such as, 'what are you going to do now?' to encourage children to think and respond as they move between activities. A variety of tools are readily available for mark making, indoors and out, and some children can write their names using correctly formed letters. They are encouraged to link sounds and letters and learn new vocabulary, such as 'jungle' and 'Africa' as they make a hand printed collage of a lion's mane. Staff are heard to ask how the paint feels on their hands and answers include 'soft' and 'cold.'

A variety of mathematical experiences are provided. Children have many opportunities to explore number concepts and shape recognition. They learn simple addition and subtraction during action songs and numbers are displayed around the setting, helping to reinforce number recognition. Children show curiosity about concepts related to nature. For example, they go on a walk around the school grounds and collect interesting things in bags, then come back to the pre-school and discuss what they have found. They enjoy investigating and readily explain that damp sand 'has been in the rain' and dry sand 'has been in the sun' as they explore the different textures.

Children demonstrate good hand-eye co-ordination, for instance, as they practise scissor control, pour drinks and construct using cubes. Regular use of the well equipped outdoor area enables them to access a range of resources, including climbing equipment, ball games and ride on wheeled toys. Children are creative, for instance, as they imaginatively 'sell chocolate and strawberry ice creams' from the play house. They enjoy listening to the piano as they confidently take part in music and movement activities.

Overall, the provision plans and provides a very good range of activities, experiences and play opportunities, to develop children's emotional, physical, social and intellectual capabilities.

Helping children make a positive contribution

The provision is satisfactory.

Children are cared for according to their individual needs. This is because staff acknowledge them as individuals and enjoy being with them. Younger children are developing self assurance through good staff support and accessible play experiences, which help to develop their confidence when making choices or seeking support. Children learn about the differences and similarities between themselves and others through a range of toys, resources and experiences promoting positive images of diversity. Children are polite and respectful towards staff and one another. For example, they are heard to say 'sorry' after accidentally bumping into one another. Staff are good role models, offer plenty of praise and manage behaviour in a way that promotes children's welfare and development.

All children benefit from consistency of care through an effective partnership with parents. Information is shared and parents know they are welcome to speak with staff at any time. They believe their children receive very good care and value the longstanding staff team. The provider takes positive steps to ensure that parents are kept well informed about all relevant policies and procedures, although the written complaints procedure lacks the required detail.

The partnership with parents and carers is good. Parents of children in receipt of funding for nursery education feel they receive good quality information. They value ongoing opportunities to share their children's individual progress records and feel they know where their children are developmentally. Curriculum plans are displayed and a good range of information about the early learning goals is made available. Parents are encouraged to visit the pre-school to share their special interests and skills with the children and provide items from home for children to discuss with others. These strategies all help to reinforce children's enjoyment of teaching and learning concepts.

Children's spiritual, moral, social and cultural development is fostered. They become very excited by well planned, innovative activities and experiences. The variety of play and learning experiences help to develop their communication skills. Children learn to share and take turns and enjoy opportunities to share their home news and interests as they play and learn together.

Organisation

The organisation is satisfactory.

Children are cared for in a caring and generally well organised environment. They have good relationships with staff and despite the organisation of some group activities, can access a good range of play and learning experiences. The recruitment procedure has not been fully developed, although the systems in place help to ensure the adults working with children are suitable. Staff training needs are addressed on an ongoing basis. The registered person is in

breach of a regulation by not informing Ofsted about changes to the committee. This could have an impact on children's safety, as suitability checks have not been carried out. However the group are proactive, staff working with children have been vetted and children are never left alone with anyone who has not had the appropriate checks. Therefore, the risk to their safety is minimised. The registration certificate is clearly displayed and although the policies relating to safeguarding children and complaints have not yet been updated, the necessary procedures are understood. The required records are all in place, including daily attendance records. Children's welfare, care and learning is promoted through the policies and procedures, which help to underpin the group's practice.

The leadership and management is good. Staff apply the principles of the Foundation Stage well and clear aims for the personal development and achievements of all children are in place. Planning covers all areas of the curriculum. Staff meet the needs of the children and integrate care and nursery education effectively to promote successful outcomes in all areas of child development. The provision of equipment, toys and resources is very good and children are progressing well. There is currently no clear record of the next steps required in children's learning, although staff use team meetings to ensure observations and assessments inform future plans. Teaching and learning is monitored and the overall effectiveness of the curriculum is evaluated continually. The group is committed towards the ongoing improvement of the provision. This is evident through regular self-assessment to ensure children receive effective care and good opportunities to play, learn and develop. The pre-school provides a professional service. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was left with two recommendations. These included ensuring the registration was transferred to the committee and making sure safety measures were in place to keep children safe both indoors and out. The recommendations have been met. The registration was transferred, although a further recommendation has been left to ensure Ofsted is notified of any changes to the committee. Safety measures ensure children are safe and well supervised at all times.

At the last inspection of nursery education, four key issues were raised for improvement. These included providing more resources to promote positive images of diversity, improving the evaluation of activities and assessments made on children's progress and to increase opportunities for children to investigate and explore during free play. The key issues have been addressed. A range of toys and resources promote positive images of diversity, the activities are evaluated regularly, and children are observed and assessed frequently. They can explore and experiment through a good range of toys, resources and experiences.

The provider has taken steps towards improving the service provided and ensuring children are safe and well cared for at all times.

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.

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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):

- update the complaints, safeguarding children and allegations against staff procedures to reflect current requirements and make these available to parents
- ensure the grouping of children during larger group activities promotes their enjoyment and ability concentrate on the experiences provided (also applies to nursery education)
- develop the systems for staff recruitment and ensure Ofsted is notified of significant matters, including changes to persons making up the committee.

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 the systems in place for recording the next steps needed in 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