

# Brookside Pre-School

Inspection report for early years provision

---

<b>Unique Reference Number</b>	307121
<b>Inspection date</b>	25 April 2007
<b>Inspector</b>	Sara Haigh
<b>Setting Address</b>	1st Gatley St. James Scout Hut, Gatley Hill, Gatley, Cheshire, SK8 4EY
<b>Telephone number</b>	07762087821 or 0161 428 3330
<b>E-mail</b>	
<b>Registered person</b>	Susan Wilbraham & Mrs Jo Hume
<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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Brookside Pre-School has been established for 30 years. It operates from Scout premises in the Gatley area of Stockport. The group have access to a large hall, a kitchen and toilet facilities. There is a secure outdoor area for children to play.

There are 35 children aged from two to four years on roll. This includes 20 funded three year olds and five funded four year olds. Children attend for a variety of sessions.

The group opens Monday to Friday during school term time. Sessions are from 09.15 until 12.00. Extended care is provided for children from 12.00 until 13.00, when they are then escorted to Gatley Primary School.

There are five staff working with the children. One member of staff is a qualified teacher, two have an early years National Vocational Qualification (NVQ) to level 3, and one has an NVQ level 2. The setting receives some support from the Early Years Development Childcare Partnership (EYDCP) and is a member of the Stockport Pre-School Providers and The National Playgroup Network Association.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children's health is protected because staff follow an effective hygiene policy and procedure to ensure that areas used by the children are adequately cleaned. For example, all tables are cleaned before snacks, children are routinely reminded to wash their hands after toileting and playing outside, and children use their own towels to dry their hands. As a result, children's awareness of good hygiene is being promoted. Children are encouraged to use tissues to wipe their noses, these are readily available for children to help themselves. There are clear procedures for dealing with accidents, such as a fully stocked first aid box and the majority of the staff having current first aid certificates. This ensures children receive appropriate care and attention in the event of an accident or emergency. Written permission is obtained for children to be accompanied to hospital in the event of an accident, however, it does not include permission for the seeking of any necessary emergency medical advice or treatment in the future. Children are well taken care of in the case of illness as the setting follows a clear sick child and administration of medication policy that is shared with parents.

Children enjoy healthy snacks, which include fresh fruit and pitta bread, to promote their growth and development. Children are offered a choice of water or milk to drink at snack time and they have free access to fresh drinking water throughout the session to keep themselves refreshed and hydrated. Staff consult parents about children's dietary requirements and ensure they are all aware of these, so children remain healthy.

Children enjoy a wide range of activities which contribute to their good health. They have regular opportunities to play outside and use a range of equipment with increasing skill and control. For example, throwing balls into a small basket ball hoop and negotiating a one-way system on trikes and scooters. They are learning to coordinate and control their bodies as they re-enact their Chinese dragon dance on tip toes and perform the actions to accompany a 'lion hunt' story.

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

The provision is satisfactory.

Children are cared for in a warm, child friendly environment, which gives them a sense of belonging. They are warmly greeted by staff and their work is attractively displayed around the setting. Staff make the most of the provision by organising space and resources to allow children to move around different activities. However, the area provided for children who wish to relax or rest quietly is not equipped with appropriate furniture.

Children move freely around the provision and are always within sight of a member of staff. The rear door to the hall is left open, weather permitting, allowing some natural light to enter the room. Children are kept safe due to adequate security measures; the entry system is secure and visitors are signed in and out of the building. Children are learning about keeping themselves safe, for example, when they regularly practise emergency evacuation procedures. However, the temperature of the hot water in the toilets is not safe and, although alternative hand washing arrangements are provided, children are able to access the taps.

Children are protected as staff understand their responsibilities to safeguard children. However, the child protection statement does not include the procedures to be followed in the event of an allegation being made against a member of staff or volunteer.

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

The provision is satisfactory.

Children enjoy attending the pre-school and they enthusiastically take part in what is planned for them. Staff support children, working alongside them at adult-led activities and engaging with the children in a variety of activities and experiences. Children begin to distinguish between right and wrong as the staff set good examples to the children, such as reminding them about manners and sharing.

Staff plan an interesting range of activities that maintain the children's interests. The topics are often supplemented with visitors to the setting and trips. For example, the children have received visits from a lollipop lady, community police officers and an oral health advisor. They have visited a local farm and are looking forward to visiting a safari park in the near future. The staff are currently participating in 'Birth to three matters' framework training and have not yet developed the planning to incorporate the framework alongside the Foundation stage. Staff use a variety of teaching methods, which includes small groups, large groups and individual one to one support. Children confidently make choices about their play, activities and resources from the range made available by staff. Resources are regularly rotated to maintain children's interest and are presented at child height, which helps them move towards independence.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a good knowledge of the individual children and are developing a sound understanding of the Foundation Stage and early learning goals. The two play leaders work closely together to provide a balanced range of activities across the six areas of learning. The long term plans chart the balance of the early learning goals across the year and the medium term plans provide more detail across half-term periods. However, there are currently no written short term plans in place to ensure that children are progressing through the stepping stones and that staff know what the children are expected to learn. Staff record planned observations of the children at adult-led activities which are used to complete their end of year tick-chart style record of achievement. The systems are not yet fully developed to show clear links between children's assessments and plans. Children receive high levels of purposeful interaction from experienced and responsive staff. They provide sensitive support within adult-led activities, allowing children to succeed in their own time and in their own way, with gentle guidance or questioning if appropriate. During a sorting activity, some children independently sort pictures of clothes with different colours and patterns onto a related grid whilst others have guidance to sort colours and shapes. Staff are skilled at re-enforcing past areas of learning. For example they show the children photographs of sunflowers that were planted previously as they talk about planting seeds.

Children are interested and motivated to learn. They form friendships and chat together as they tidy up the contents of a picnic hamper. Children work well together, they learn to negotiate and take turns as they share animals in the wooden Noah's ark. Many have excellent communication and language skills. They are confident and expressive as they recall events that have happened at home and volunteer to share work. They enjoy listening to stories in a group and spending time sharing books and tapes with an adult at the listening station. Some children are able to link sounds to letters, recognise letters and are beginning to write

recognisable letters. Children learn about numbers and develop counting skills as they engage in number songs and check how many children are outside. They use mathematical language to find items that are shorter than their finger. Children develop a strong sense of community through the pre-school's annual barbeque and their involvement in the local village festival. Children learn about the natural world as they examine a birds nest and collect leaves, twigs and acorns on an autumn walk. Children develop design skills as they use a selection of conventional construction toys. Although the setting does not have a computer, the children have regular access to a member of staff's equipment to develop their mouse and operating skills. Children develop good large muscle skills as they regularly engage in physical play indoors and out. They balance balls on cones and experiment with water and sand. Children learn about different types of music and whether it makes them feel happy or sad. They clap their hands, pat their knees and tap the floor to the rhythm. During adult-led activities children are given the freedom to explore different art materials and their individual creativity is encouraged and valued. Children express their imagination as they find out what they can do with paint and chalks, and re-enact familiar stories.

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

The provision is good.

Children develop a sense of belonging and feel at ease at the setting, as they are welcomed by friendly, familiar staff. They are confident and develop a high self-esteem and positive self-image. Children are aware of the daily routine and have some opportunities to take responsibilities within this, such as helping to tidy up. The planning, equipment and resources promote children's awareness of other cultures and the world around them. Children learn about other religious festivals and celebrations throughout the year, such as Chinese new year, Diwali and Christmas. Staff promote equality of opportunity as they ensure all children are able to access and engage in the range of activities on offer, provide toys and resources that reflect our diverse society and use language that does not reinforce stereotypes. Children's spiritual, moral, social and cultural development is fostered.

Children with additional needs are provided with good support. Staff work with parents and other professionals to ensure children's needs are met and they are fully included in the life of the setting. The pre-school has a good relationship with the local primary school, ensuring children make a smooth transition to school. Children behave well. Staff provide clear and consistent boundaries to help children know what is expected of them and use distraction, praise and encouragement appropriately to encourage good behaviour. However, the behaviour management policy does not include a section on bullying.

The partnership with parents and carers of children in receipt of nursery education funding is satisfactory. Information regarding the provision is initially shared with parents at trial sessions, where parents are given a comprehensive welcome pack. Questionnaires are sent out to parents when children start the provision and again after they have settled. Parents are kept informed about their children's achievements through daily verbal feedback and an end of year report, record of achievement and portfolio of work. Parents receive newsletters about topics that the children are covering and items they can bring in from home. Parents have some involvement in their child's learning as they are given holiday sheets and games to play. Parents can request to see their children's individual records, however, there are no systems in place for parents to contribute to their child's next steps. Parents speak highly of the provision. They are pleased that their children are happy to attend and they value the professional, approachable and friendly staff.

## **Organisation**

The organisation is satisfactory.

Children benefit from an experienced and consistent staff team who have worked together for some time. Children and families benefit from this continuity. The staff team work hard and communicate well with each other, they have a high regard for children's well-being. Staff organise their time and the routine well. Therefore, children have opportunities to explore the resources available to them and benefit from high levels of staff interaction during adult-led activities.

Sound policies and procedures form a satisfactory operational plan to support staff and promote positive outcomes for children. However, the current registration system does not show the hours of attendance for both children and staff.

The quality of leadership and management of the pre-school is satisfactory. This contributes to children's progress towards the early learning goals. Staff are aware of their roles and are supported by the two play leaders, who both work directly with the children. The play leaders have the responsibilities for the nursery education and have some systems in place to monitor and evaluate the effectiveness of the provision. Staff attend training where possible, to further develop their childcare practice, knowledge and skills and the setting has some support from an early years advisor.

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

## **Improvements since the last inspection**

At the previous inspection the provider agreed to continue to develop the existing range of resources which reflect equality of opportunity. The setting has a wide range of resources to meet this recommendation, such as multicultural books, instruments, dressing up clothes, dolls, small world resources and jigsaws. The setting celebrates various festivals throughout the year and actively promotes equality of opportunity for all children. The provider was requested to develop the child protection policy to include the responsibilities of staff and procedures to be followed in the event of an allegation being made against a member of staff or volunteer. The provider has a satisfactory knowledge of the necessary procedures but the written policy was not available at the time of the inspection, therefore, a further recommendation has been made.

In relation to the nursery education, the setting was asked to further develop the planning and assessments to show more clearly the progress that children are making towards the early learning goals and to provide opportunities for parents to contribute their ideas to children's future progress, linking learning to home. The long and medium term plans make reference to the early learning goals and children are assessed on every adult-led activity. However, children's individual next steps are not referred to and there is currently no short term planning in place. Parents receive informal verbal feedback on their children's progress and can request to see their individual records. They receive an end of year report and a tick chart style record of achievement but have limited opportunities to contribute to their children's next steps and their future learning. Further recommendations have been made to continue to address these areas.

## 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## 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):

- provide facilities for children who wish to rest or relax in comfort
- ensure that the hot water that is accessible to children is maintained at a safe temperature
- ensure that all required documentation is in place by making sure that: written parental permission is obtained for the seeking of any necessary emergency medical advice or treatment; the child protection statement includes the procedures to be followed in the event of an allegation being made against a member of staff or volunteer; the behaviour policy includes a section on bullying
- ensure the system for registering children and staff shows hours of attendance.

### 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 observations, planning and evaluations to ensure clear links are made and that children's next steps are identified and inform the planning (also applies to care)
- provide opportunities for parents to contribute their ideas to children's progress and next steps (also applies to care).

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)