

Brockton Pre School 2

Inspection report for early years provision

Unique Reference Number	224053
Inspection date	10 July 2007
Inspector	Linda Tomkins
Setting Address	Brockton C of E School, Brockton, Much Wenlock, Shropshire, TF13 6JR
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Registered person	Brockton Pre School 2
Type of inspection	Childcare
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

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.

WHAT SORT OF SETTING IS IT?

Brockton and District Pre-School Group 2 is one of two groups run by Brockton Pre-School Committee. It opened in 1998 and operates from Brockton Primary School in Brockton, Shropshire. A maximum of 10 children may attend the group at any one time. The group is open on Tuesday and Wednesday from 09.00 to 12.30 during school term times. All children share access to a secure enclosed outdoor play area.

There are currently eight children aged from three to under five years on roll. The group currently supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The group employs two members of staff. Both hold appropriate early years qualifications. The group receives support from a teacher mentor.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of personal hygiene through planned routines and effective staff practice. Staff ensure the children are independent and know they have to wash their hands before food and after using the toilet. Staff follow procedures, such as routinely cleaning the tables with anti-bacterial spray before and after food and snacks.

Members of staff have current first aid certificates and there is a system to ensure that all staff attend first aid training. The first aid kit is stored in the play areas and parents provide written permission for staff to seek emergency treatment or advice. This means that children will receive appropriate treatment in the event of an accident. However, a record of an accident is not clearly recorded by the parent in the correct column to show they have been informed of the accident.

Children enjoy making their own kebabs from mango, strawberries and bananas for their snack-time. Fresh water is available throughout the session which means that children choose to drink when they are thirsty. Parents provide packed lunches for the children who stay for the lunch club. Staff ensure dietary and health requirements are discussed and recorded on children's individual record forms. This helps to ensure children remain healthy.

The group uses the adjoining school playground and school gymnasium equipment to ensure all children have fresh air and physical exercise each session. Children are developing a positive attitude to exercise and maintaining a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are secure in the impressive, well-organised, welcoming environment where risks to children are limited through admirable safety and security procedures. Staff monitor access to the group at all times in conjunction with the school security systems. Risk assessments are completed regularly together with daily safety checks for all areas used by the group. An accurate record of visitors' attendance is maintained by the school secretary.

Fire fighting equipment is in place and regularly checked. All children take part in fire drill practices and the emergency evacuation procedure at regular intervals. This means that children will be safe in an emergency situation.

Children use a range of safe, good quality, developmentally appropriate resources. The equipment is very well-maintained and presented by staff to enable children to choose from the varied range. Staff remind children of safety rules and use innovative ways to explain safe practices, such as asking a child to demonstrate 'how high' children may climb up the ladder bars. One child said 'we don't swing into someone'.

Children are protected by staff who have a knowledgeable understanding of child protection issues. The policies and procedures clearly show parents and staff how to protect children and report concerns. Staff maintain a record of injuries that children sustain before arriving at the group and ensure that parents sign the record. This means that the procedure for managing allegations against staff is effective.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very settled in the group's nurturing, caring environment. They have warm and friendly relationships with staff and each other. Children are developing their language and social skills because staff are promoting these through constant conversation, questions and individual attention. Staff play with children on an individual basis, for example, helping them to make headbands with glue and card and count the number of children sitting at the table.

Staff ensure children understand the purpose of free play and adult-led activities as they clearly explain in appropriate language how to take an active part. For example, at registration staff explain all the available activities inside and outside, such as sand and water trays, paint easel, clay table and the computer. Children are encouraged to choose their own books and they all enjoy sitting together in the book corner.

Children have excellent opportunities each session to have physical activities in the large indoor school hall and school playground, complete with purpose-built adventure playground. This means that children have time to be active and enjoy fresh air and movement. Children use equipment, such as bikes, cars and a climbing activity frames to enable them to develop their physical skills. Plans and activities for all children are organised by the staff team in line with the Foundation Stage.

There is a good range of resources to promote all areas of development. Children choose to play individually, with staff or in groups. Great enjoyment comes from playing with each other as they make up their own imaginary games as doctors, enthusiastically wrapping a staff member in bandages.

Helping children make a positive contribution

The provision is outstanding.

Children enjoy admirable, positive relationships with the staff and each other. They are valued and respected as individuals. Their confidence and self-esteem are developed by staff with use of praise and encouragement on arrival and during their time in the group. Staff ensure that resources positively represent the children who attend and children's awareness of diversity in their community is enhanced with visitors to the group and outings to a supermarket and steam railway. Children develop a positive attitude to others through celebrating festivals, dressing-up, art activities and books, such as 'Miss Dose the doctor's daughter'.

Children behave well, they take turns, share and help each other. Staff take every opportunity to praise children for their good behaviour and use stickers to reward children for achievement in their personal independence, such as managing their own clothing whilst changing into shorts for physical education sessions. All children help to put the toys away and take a pride in caring for their resources.

Currently, there are children with learning difficulties and language requirements attending. Staff ensure they follow the policy and procedure to provide appropriate support for parents and children and work closely with visiting professionals. Staff have attended training on sign-language to increase their skills in alternative forms of communication. The policies and procedures promote inclusion and full integration for all children.

Children benefit from the positive partnership staff have developed with parents. Their individual routines and preferences are discussed with parents. Children are happy because staff work closely with parents and ensure they settle well. Parents are fully aware of the quality of care their children receive because staff ensure there is daily verbal exchange of information.

Parents are made aware of how the setting operates through the 'Parent guide' and prospectus. They are informed of topics and operational changes in regular newsletters. Children's health and dietary needs are discussed and recorded. Staff ensure they talk to parents individually each day to keep parents informed of their child's well-being and progress. Records are accessible to parents at all times as staff operate an 'open door' policy to allow parents to talk to staff about their children's progress and achievements. Staff have developed a system to involve parents in their children's learning by sending examples of creative activities and paintings home. In addition, parents support the group as they form part of the management committee and take part on the volunteer rota.

Organisation

The organisation is good.

The management committee and staff have developed robust recruitment procedures which ensure children are cared for by staff who are appropriately qualified, checked and vetted. The adult to child ratios are maintained and at times exceed the minimum staffing ratios. In addition, the committee has developed a system to ensure that staff understand their ongoing responsibility to declare any changes which may affect their ability to care for children.

Staff are experienced and knowledgeable and ensure children's individual needs are met. They enthusiastically attend training to update and increase their skills to deliver a high quality experience for children in their care.

Children's records and staff details are stored securely and available for inspection. Staff are advised by a visiting support worker who provides examples of practice and record keeping to further develop their knowledge and understanding of planning and how children learn.

Induction training and appropriate policies and procedures work in practice to keep children healthy and safeguard their welfare. There are clear systems in place for recording accidents and medication. The daily attendance sheets clearly show the actual times of arrival and departure of children and staff.

Most documentation is maintained to a good standard. The policies and procedures are continually undergoing review and update to reflect the progressive improvement of the operational practice. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the provider was asked to formalise induction procedures; and to undertake a risk assessment regarding the pipes in the library.

The provider has a detailed policy and procedure to ensure that all staff undergo an induction programme which includes health and safety and child protection policies and procedures. The heating pipes in the library area are not accessible to children as there are shelving units and

chairs placed to prevent children's access. This has ensured the quality of care is now of a good or, in some areas, of an outstanding standard.

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

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.

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):

- make sure that all parent's complete the accident recording procedures correctly.

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