

Bramble Hedge Pre School

Inspection report for early years provision

Unique Reference Number	EY289565
Inspection date	03 October 2007
Inspector	Dawn Bonica Brown
Setting Address	St. Marys C of E Primary & Nursery School, Grange Road, Riddlesden, Keighley, West Yorkshire, BD20 5AB
Telephone number	07818284544
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Registered person	The Trustees of Bramble Hedge 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Bramble Hedge Pre-School is a registered charity and is managed by a parents' committee. It opened in 2004 and operates from a classroom in St. Mary's C of E Primary & Nursery School, in Riddlesden, West Yorkshire. A maximum of 20 children may attend the pre-school at any one time. It is open each weekday from 09.15 to 11.45 during term time only. The pre-school children have a secure enclosed outdoor play area.

There are currently 25 children aged from two to under five years on roll. Of these, five children receive funding for early education. The pre-school supports children with disabilities or learning difficulties and children who speak English as an additional language.

The pre-school employs eight members of staff. Of these, five hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children have a suitable awareness of the routines which maintain personal hygiene. For example, they understand that they must wash their hands before eating snacks. They remain healthy because staff consistently follow appropriate hygiene routines to prevent the spread of infection, such as the sanitary changing and disposal of nappies.

Children's good health is suitably promoted through the maintenance of required documentation, such as obtaining prior written consent to seek emergency medical attention. Their welfare and well-being are suitably protected because sufficient numbers of staff hold current first aid certificates. This means that they have the relevant knowledge to administer first aid promptly in the event of an accident. Appropriate sick children's procedures and policies are in place to protect their health. For example, children who are contagious do not attend. This acts in the best interest of children to protect all those being cared for.

Children are adequately nourished. They receive snacks of fresh fruit, drink milk or water with their snacks and any allergies or special dietary needs are monitored. However, opportunities for children to help themselves to fresh drinking water is not provided with consistency. Children enjoy snacks as a social activity which promotes their social skills as well as their enjoyment of food.

Children are encouraged to be active through regular physical play on suitable equipment and enjoy easy access to outdoor play. They regularly practise a range of skills which include balancing, climbing, jumping, throwing and catching.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children enjoy a range of stimulating activities in a safe environment. They use furniture and resources that are of good quality and fit for the purpose. The premises are suitably maintained and children enjoy sufficient freedom to explore their environment freely. For example, they take advantage of easy access to the outdoor space and enjoy appropriate supervision at all times. This helps to promote their independence and their all-round development.

Children benefit from risk assessments which are implemented appropriately. For example, emergency evacuation notices are placed around the setting in strategic places to highlight the importance of the procedure. Venues are checked by staff with a visit before outings are planned. The setting implements further safeguards by ensuring that sufficient adults are present on outings to exceed the required adult to child ratios.

Children are suitably protected from abuse because staff understand the child protection procedures and are knowledgeable about the potential signs and symptoms that would cause concern. The setting retains the appropriate child protection contact numbers for reporting. This means that staff can act quickly in a child's best interest to safeguard their welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are well settled. They have made friends, relate to each other appropriately and are interested in the activities provided. Children are supported by specific adults with whom they have formed attachments and young children receive consistent personal care from one adult. However, children are not encouraged to become independent as children who are capable of attempting to pour their own drinks and to put on their own coats or aprons are not encouraged to do so.

Children are well stimulated through good play opportunities. For example, they are busy and highly involved in their chosen activities, such as drawing on a white board and listening to stories in small groups. Children benefit from easy access to the outdoor play space and go in and out of the setting whenever they want to. This enhances their enjoyment of the setting and promotes their freedom of choice. Young children benefit from good implementation of the 'Birth to three matters' framework as they are encouraged to explore the setting independently. This is promoted well because the same activities are available to them for the major part of the session. Their concentration levels improve as they can revisit activities and consolidate their learning.

Children's self-esteem and confidence is fostered through adult's interest in what they are doing. They talk to adults about their individual preferences and special events in their lives. Young children learn how to socialise through group activities with older children, such as action songs and circle time games that help them to relate to others.

Nursery Education

The quality of teaching and learning is satisfactory. Staff demonstrate a suitable understanding of the early learning goals. Planning of the curriculum demonstrates that, over time, all areas of learning are covered. However, it does not indicate how children will be supported to make progress or include assessments of observations. The more able children do not receive consistent challenges to keep them well stimulated or to help them to retain knowledge and skills already learned. This is evident in the areas of communication, language and literacy, mathematics and knowledge and understanding of the world. Teaching methods support children to learn through their experiences, but opportunities to consolidate children's understanding of concepts through routine activities are not explored. For example, snack times do not offer children opportunities to link numbers with everyday situations, such as looking at quantities, portion sizes or numbers of places. There are no children with disabilities or learning difficulties currently being cared for. However, records show that they receive effective support because the setting works with parents and specialists to ensure that they achieve their individual targets. Children's behaviour is managed well so that they learn to understand right from wrong.

Children learn to share through turn taking activities and most children are cooperative and understand the rules. Their self-esteem is fostered by bringing objects from home to discuss and use those objects to develop interest tables. They gain self-awareness through activities, such as 'all about me' and talk about people who are important to them. Children are encouraged to think about the needs of others and are praised for showing kindness.

Children are interested in stories and look at books with interest. They speak confidently and offer suggestions at circle time activities. Children learn to recognise their names by hanging their coats on named pegs. However, they do not benefit from sustained interest in recognising

letters through spontaneous play. For example, insufficient use is made of writing materials or equipment to help them identify letters of the alphabet. The more able children receive little encouragement to write their own names, for example, on their artwork.

Children learn to count in sequence well and are supported to recognise numbers because they see them around the setting and practise counting when singing number rhymes. They benefit from games which help them to sort and match numbers. The use of a clock helps children to gain an awareness of time, such as bedtime, snack time and lunch time. However, the more able children do not receive many opportunities to consolidate their understanding of numbers in spontaneous play.

Children's understanding of the world around them is promoted through activities that help them to make the links between the food they eat and where it comes from. For example, they grow strawberries in the garden, which they then eat. They learn about wildlife through first hand experiences, such as following the progress of caterpillars and making bird cake for the wild birds that they watch through binoculars. Children benefit from good access to the computer. However, there is insufficient spontaneous use of programmable equipment for the more able children. Children who use the computer spontaneously do not receive consistent support and there are few opportunities for them to use other programmable equipment.

Children use tools appropriately and construct using several types of equipment. They gain control of their bodies through activities that promote balance and coordination, such as movement to music. Many children demonstrate spatial awareness as they negotiate a clear pathway while playing inside and outside the setting. They engage in activities that require hand and eye coordination, such as threading. Their use of one-handed tools is promoted through activities involving cutting, sticking and using equipment to mould play dough.

Children's creativity is fostered by encouraging them to explore a range of materials. For example, they experiment with a wide range of printing materials and textures. They learn to differentiate colours by using a wide palette of colours at the painting easel and more able children mix their own colours. Children use musical instruments to accompany their songs and use role play and puppets to express themselves imaginatively.

Helping children make a positive contribution

The provision is good.

Children are confident and demonstrate a sense of belonging as they access resources freely. They explore the setting independently and staff get to know the children well through the key worker system. Children's opinions are valued. They are supported to make choices for themselves, which helps them to take responsibility for their own actions.

Children learn to be polite and think about the needs of others because they are treated with respect and staff are kind to them. They learn models of good behaviour. For example, they sing a song about saying please and thank you each snack time. Children's good behaviour is promoted positively through praise and encouragement. They learn important social skills, such as sharing, taking turns and listening to each other through well managed group activities and, as a consequence, they behave well. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents are positive about the provision and find staff approachable. They receive information about how the setting operates and, through

regular newsletters, find out about the topics that are being covered. Information about the setting lets parents know who the staff are through photographs, with job titles and information about who their child's key worker is. The 'Birth to three matters' framework is promoted well in the setting. Parents find out about how their child's progress is monitored through individual profiles and information about the framework in a special 'cosy corner' for children aged under three.

Parents whose children receive nursery education receive end-of-term reports and attend sessions, where they talk to staff about their children's progress. They are involved in their children's learning through special projects, for example, contributing to their child's portfolio of themselves.

Staff offer good support for children with English as an additional language through the use of pictures to help children understand what is required of them, dual language books and the services of a language support worker. There are good systems in place to support children who have disabilities or learning difficulties. Close liaison with parents and outside agencies ensures that children's needs are met.

Children benefit from activities and resources which help them to gain an awareness of diversity. They learn to value the differences in society through resources that reflect positive images of cultural diversity, disability and gender.

Organisation

The organisation is satisfactory.

Children are protected by staff who have a suitable knowledge and understanding of child development and there are sufficient numbers of staff to help them feel secure and confident. They benefit further from appropriate staff deployment and organisation of space to promote their enjoyment of the setting.

Children's welfare is promoted because the records, policies and procedure which are required for the efficient and safe management of the provision are maintained correctly in most instances. The exception to this is the attendance register, which does not show children's times of arrival and departure. There are policies in place which outline the procedures to be followed if a child is not collected. Also, thorough risk assessments for outings ensure that a very high level of adult supervision is maintained on outings. However, there are no policies regarding the procedures for a missing child, which is a breach of regulations.

Children enjoy their time in the setting because resources are arranged to provide a warm and welcoming environment. Staff put the needs of children first to promote their emotional well-being. Overall, the provision meets the needs of the range of the children for whom it provides.

Leadership and management of the nursery education is satisfactory. The setting has an accurate understanding of its own strengths and weaknesses and is committed to improving the care provided for all children. Management have clear objectives and staff are appraised and given encouragement to undertake relevant training.

Improvements since the last inspection

At the last inspection for the Children Act the setting was recommended to ensure that attendance records show the times of arrival and departure for children and staff, to maintain

a record of existing injuries and obtain written permission from parents before administering medication to children.

Children's well-being has improved because staff obtain written permission from parents before administering medication and maintain a record of existing injuries. A record of staff attendance is maintained with times of arrival and departure, however this has not been implemented for children.

Complaints since the last inspection

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.

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.

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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):

- ensure that drinking water is available for children at all times
- improve opportunities for children to develop their independence (also applies to nursery education)
- update the policies to include the procedures that will be taken if a child is missing from the setting
- ensure that attendance records show times of arrival and departure for children.

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):

- provide appropriate assessments so that parents receive better information about their children's progress
- increase the challenges for more able children in communication language and literacy, mathematics and use of programmable equipment.

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