

Brampford Area Pre- School

Inspection report for early years provision

Unique Reference Number	105941
Inspection date	10 December 2007
Inspector	Jacqueline Allen
Setting Address	School House, Brampford Speke, Exeter, Devon, EX5 5HE
Telephone number	01392 841414 (school)
E-mail	
Registered person	Brampford Area Pre School
Type of inspection	Integrated
Type of care	Full day 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 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?

Brampford Area Pre-School has been in operation since 1981 and registered since 1997. The pre-school is committee run and is located on the site of Brampford Speke Primary School in the small village of Brampford Speke near Exeter in Devon. It operates from two playrooms and has an enclosed outdoor play area.

The pre-school is registered to provide full day care for 22 children aged two to under five years. There are currently 26 children on roll, of which 17 are in receipt of funded education. It operates during term time only, from 09.00 to 11.30 and 13.00 to 15.30 on Monday, Tuesday, Wednesday and Thursday and on a Friday 09.00 until 13:00. A lunchtime club from 11.30 to 13.00 is provided Monday to Friday.

There are five staff employed to work with the children, of which three hold a level 3 and one a level 5 qualification in early years. The pre-school has access to training and support through the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's minor accidents are appropriately recorded and treated by staff who all hold valid first aid certificates. Children's medication needs are met through effective recording procedures which note parents' instructions and consent for staff to administer. Parental consent is also obtained for staff to seek emergency medical advice or treatment, which benefits children's health. Children are protected from cross infection as there is a policy to exclude sick children, tissues are disposed of hygienically and tables cleaned with anti-bacterial spray before use. However, although children are encouraged to wash their hands before eating, they all use the same soapy water, although paper towels are available for hand drying. Children visiting the toilet are not always effectively monitored to ensure they wash their hands, which does not prevent the spread of infection.

Children learn about healthy eating through planned activities, such as making a fruit salad and cutting out pictures of healthy foods. They are provided with toast and fresh fruit for snack, with a choice of diluted fruit juice or milk. Children can access fresh drinking water independently from the lidded jug available, to meet their individual needs. Children bring a healthy packed lunch, which includes sandwiches, vegetables, fruit and yoghurts.

Children have daily opportunities to partake in physical exercise. They enjoy using a range of wheeled resources, such as tricycles, tractors, tandem bikes and prams. They practise their skills outside, by kicking, throwing and catching a range of different sized balls. Physical activities are well planned with regular music and movement activities, as well as practising their physical skills using a range of small equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have good space to partake in a range of activities, both inside and outdoors. Their work is attractively displayed around the room to help them feel welcome. Children access a wide range of good quality resources independently, such as a laptop, books, home corner resources, puzzles and construction toys. These are well organised in low-level storage units which are clearly labelled with the use of photographs and words.

Children's safety is well considered through the staff's ability to identify potential hazards and minimise these; for example, the main door is locked, a stair gate in the hallway limits children's access, the door between the toilet and hallway has a safety cover fitted to the hinge and all electrical sockets are covered. Children regularly practise the group's emergency evacuation procedure, which sometimes also takes place with the school. Fire drills are recorded and staff are currently seeking fire marshal training to improve their understanding. Children are safe as current improvements to the outside area are safely separated from their outdoor space and visitors to the premises are routinely recorded.

Children's welfare is safeguarded as all the staff attend regular child protection training and have good awareness of the possible signs and symptoms of abuse, including procedures to follow if they have concerns about a child in their care, which is in line with the Local Safeguarding Children's Board.

Helping children achieve well and enjoy what they do

The provision is good.

Young children enjoy exploring the environment, both inside and outdoors. They partake in activities of their choosing, such as manipulating play dough and experimenting with glue. Children spend time splashing in puddles outdoors and extending their physical skills using wheeled resources. They benefit from being respected as individuals and appropriately stimulated by staff who understand their learning and developmental needs, without excluding them from activities; for example, when staff are discussing number formation with older children, young children join the group and trace over the number on the chalk board.

Nursery Education

The quality of teaching and learning is good. Children are confident and enthusiastic when selecting resources. They are familiar with daily routines, such as listening during circle time when a child is holding a soft toy and finding their names at snack time, standing behind their chairs and joining their hands to say a prayer. They enjoy singing Christmas songs, shaking their musical instruments to the music and then shout 'again, again'. Children count ably beyond ten as staff are skilful in weaving mathematical development into children's play. They are confident in recognising numbers and beginning to use simple calculations. They communicate effectively with staff and their peers, talking about things they have done at home and expressing how things feel; for example, children refer to play dough as being 'squidgy'. Staff routinely use open ended questioning to encourage children to think and communicate as well as checking their knowledge and understanding. Children access books spontaneously, recognise their name and benefit from visiting the local reception class to listen to a story once a week.

Children benefit from a planned, balanced curriculum which shows staff's knowledge of the Foundation Stage. They take children on walks to collect leaves and observe their environment, routinely encourage children to link sounds with letters and photograph themed displays of children's work, which reflect diversity. However, although children are encouraged to put on their own coat and shoes, with support as needed they are not routinely encouraged in other self care skills, such as blowing their own nose and being involved and independent at snack time. Although children are clearly making good progress which is evidenced through photographs, observations, children's work and discussions with staff, their assessment records are not sufficiently linked to the stepping stones to enable staff to plan for children's development in all areas.

Helping children make a positive contribution

The provision is good.

Children are respected and valued as individuals. They learn about diversity through the good range of planned activities, such as making candles for Diwali and learning about Rangoli patterns as well as children's access to resources which reflect positive images, such as dolls, puzzles and books. Although there are currently no children attending with additional needs, staff have previous experience of caring for such children and continue to attend regular training sessions to keep them informed. They show good awareness of the ongoing communication needed with parents and involved professionals to ensure children's needs are met and realistic goals are identified to encourage children's progress. Children's spiritual, moral, social and cultural development is fostered.

Children generally behave well as they are familiar with daily routines, such as the staff ringing a bell to alert them to tidy-up time, when they happily pack away resources. Children are cared for by a calm, consistent staff team who confidently use a range of strategies to manage children's behaviour and routinely praise and encourage children's efforts.

Children benefit from the effective sharing of information with parents, such as the group's policies and procedures and obtaining parental consent as required. The partnership with parents and carers for nursery education is good. They receive comprehensive information on the Foundation Stage and are encouraged to share their skills and interests to further children's learning; for example, parents participate in music sessions, nature walks and cooking activities and are invited to participate on a parents' rota where their ideas and contributions are welcomed. Planning notes are displayed to further parents' understanding of current activities and learning aims, such as the current letter sound. They receive regular verbal feedback on their child's progress as well as an annual report.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides care. Children benefit from the professional, stable staff team who are appropriately trained. There are thorough appraisal systems in place to monitor and encourage their access to ongoing courses, such as child protection, playing with sounds and health and safety, which benefits children's care.

The staff are aware of their roles and responsibilities and work well together, however ineffective monitoring of children's hand washing and limited facilities impacts on children's hygiene. Children are promptly signed in and out with accurate times of arrival and departure, as are the staff team. Staff have a good awareness of the National Standards and ensure documentation is updated and confidential. They are effective in notifying Ofsted of significant changes.

The leadership and management is good. The group are committed to making improvements and have identified their training needs and areas which require further development. They visit other groups to observe their practice as a means of improving their own.

Improvements since the last inspection

At the last care inspection three recommendations were raised relating to updating the child protection and complaints policy and having a system to induct staff. All of these have been satisfactorily completed which benefits children's care.

At the last nursery education inspection two key issues were raised; to develop plans to ensure they are linked to the stepping stones and all the six areas of learning receive sufficient regular attention; to ensure children's assessments show progress and development linked to the stepping stones. Planning is now comprehensive and well balanced with good links to the stepping stones, however children's assessments require further developing to clearly show their progress in all 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 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 suitable hand washing facilities are available and consistently used to help prevent cross contamination

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 children's independence through their self care skills, such as wiping their own noses and being involved with preparing their own snack and pouring their own drink
- develop use of the assessment system to clearly evidence children's achievements through the stepping stones and use this information to plan challenging activities in all areas of their learning, which build on their existing skills and abilities

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