

# Brailsford Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	206725
<b>Inspection date</b>	22 January 2008
<b>Inspector</b>	Jean Otter
<b>Setting Address</b>	Brailsford Institute, Main Road, Brailsford, Derbyshire, DE6 3DA
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<b>Registered person</b>	Brailsford Pre-School
<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?

Brailsford Pre-School was registered in 1980 and is committee run. It operates from the Brailsford Institute building which is situated on the main road through the village and serves both local families and those from the surrounding area. A maximum of 30 children may attend the provision at any one time. The pre-school is open in term time from 09.15 to 11.45. on Monday and Friday and from 09.15 to 12.15 on Tuesday, Wednesday and Thursday. All children share access to a secure enclosed outdoor play area in good weather.

There are currently 35 children aged from two to under five years on roll. Of these, 14 children receive funding for early education.

The pre-school employs 5 staff, all of whom hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children learn the importance of good personal hygiene through well-planned routines such as hand washing. They know why it is important to wash their hands before snack time and after using the toilet because staff talk to them about germs and provide good verbal and visual reminders that are fun. Children's good health is supported because staff practise good hygiene routines, such as wiping tables before and after snack and ensuring all preparation surfaces, toys and equipment are clean. Robust policies and procedures ensure children stay healthy and their welfare is well supported, for example accident, incident, and medication procedures are in place and written parental consent is obtained to seek emergency medical treatment. All accidents are countersigned by parents and appropriate numbers of staff are trained in first aid. The first aid box is visually placed in the kitchen for all staff to locate quickly in a medical emergency.

Children are learning about healthy eating because the setting offers healthy snacks. The snack menu consists of a balanced diet, for example, fruit, yoghurt, cheese and biscuits, cereal and toast. Some learning opportunities are introduced and the children enjoy sitting with their friends and socialising, however their independence is not fully promoted at snack times as staff tend to organise the proceedings for the children. All snacks comply with any special dietary requirements to ensure children remain healthy. Staff ensure children's dietary needs are met via information received from parents, however snack menus are not routinely displayed for parents.

Children take part in planned physical exercise at each session, either indoors or outdoors. The indoor activities include movement sessions which the children enjoy and they learn to move their bodies in different ways. Action songs and musical games are also included and there is a suitable range of physical equipment which is brought into the playroom to further support their physical development. Children have opportunities to work together in a group, for example during the 'parachute' game.

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

The provision is good.

Children are cared for in an environment where risks to children are limited through very good safety and security procedures. Staff monitor access to the group at all times and good procedures for the collection of children are in place. Daily checks on the premises and equipment are completed to ensure children are kept safe. Children are well supervised and staff communicate consistently together to ensure good supervision is maintained at all times. Fire evacuation procedures are practised regularly and recorded, ensuring that children are familiar with the procedures and can help to keep themselves safe in an emergency. Thorough procedures are in place for if a child is not collected or is lost and as a consequence harm and anxiety is minimised.

Children learn about safety and how to avoid accidental injury through discussions, routines and activities implemented by the staff team, for example the concept of 'dangerous' is introduced during group time discussion. Staff are vigilant and support children appropriately in safety matters. The premises are suitable for their purpose and where necessary staff are proactive in implementing safety measures, for example all sockets are covered and low-level

glass is covered by protective film. Children have free access to a good range of quality toys and equipment.

Robust child protection procedures are in place, including allegations when the child is in the care of the provider. The manager is the coordinator for child protection and takes responsibility for ensuring staff have a clear understanding of child protection issues and who to contact if they are concerned about a child.

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

The provision is satisfactory.

Children are confident within the group and they enjoy their time there. They benefit from familiar routines which are well organised and activities that they enjoy are well presented and delivered. A key worker system ensures that children's welfare is monitored and parents have a named contact person. The interaction between staff and children is very positive. Staff are sensitive to the children's needs and provide help and support appropriately to encourage their emotional well-being. Children's personal independence is nurtured as they self-select their toys and resources. They are learning good social skills such as being caring towards each other and sharing their toys and resources. Children know how to behave appropriately and listen carefully to instructions from staff. A wide range of interesting experiences and activities are planned which supports general learning through play, and children are divided into smaller groups for age appropriate activities. Differentiation is accomplished through the small groups and in the way staff communicate with the children, however resources do not always meet the developmental needs of the most capable or youngest children. Staff complete observations and assessments on each child, however there is no written evidence which links these to individual children's developmental needs.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have good knowledge of how children learn and are skilful when delivering the range of activities on offer in order to extend their learning. However, individual children's achievements and goals are not transparent as there is no written evidence to support the planning process. The process of evaluating activities to improve the service is also not documented. Staff complete observations and assessments on each child, however there is no written evidence which links these to plans for individual children's next steps in learning.

Staff engage well in children's play and they work well together as a team, sharing general activity planning. Deployment of staff is effective and ensures children are fully supported during their play. Staff use excellent communication skills with the children, encouraging them to problem solve and make decisions. They ask open ended questions and introduce new concepts and language spontaneously during all activities which extends the children's vocabulary very well. Staff provide opportunities for children to become independent learners and there are ample opportunities for free play. Adult-focused activities are introduced to promote general areas of development. Children form good relationships with staff and their peers and behaviour is very well managed which results in a calm and caring environment for the children.

Children's achievements in speaking and listening are very good and they have opportunities to speak out in a familiar group which promotes their self-confidence. Children listen to and join in with stories, discussion at 'carpet time' and sing their favourite songs and rhymes. They

show good interest in books, and handle them well. Children are beginning to recognise familiar words and are learning that print carries meaning. They have good opportunities to practice their emerging writing skills as mark-making materials are available at each session. Staff frequently introduce new words into the children's vocabulary and link the word with the object whenever possible.

Children are using numbers well. The use of numbers threads through many activities, for example during the space shuttle role play activity children and staff were counting down to 'blast off'. They also have regular opportunities to develop simple calculation skills, for example through number rhymes. Manufactured toys such as the remote controlled car support children in their interest of technology and a laptop computer is available for children to learn information and communication technology. Software used during the inspection was seen to link to the current theme, extending children's learning in this area well. Children are learning concepts such as big, small, slow, fast, dangerous and heavy and they know familiar shapes such as circle, square and triangle. Children are introduced to the concept of money, and begin to learn how much things cost.

There are good opportunities for children to develop their awareness of the environment and the world in which they live, themes often include this area of learning, for example 'Out and about' and 'Under the sea'. The themes help children to extend their learning in that particular subject and staff ensure that they have good opportunities to consolidate their topic learning. Staff encourage discussion about the local community and experiences that the children can relate to.

Children move confidently and are developing good co-ordination skills. Before home time there are opportunities for children to practice movement, they follow the instructions from staff and learn for example, fast walking, jumping, hopping and how to stop and start quickly. Outdoor play equipment is often brought inside as the outdoor area consists of lawn and is not suitable in wet weather conditions, this ensures children enjoy the benefit of exercise even in the winter. They are developing fine manipulative skills as they learn to handle a range of tools and small equipment. Children are learning the importance of being healthy, they wash their hands before they eat and after using the toilet and staff talk to them about why this is important.

Children use a range of different materials to develop their creativity and imagination. They have the opportunity for free expression as well as more organised creative opportunities. Painting, drawing and colouring is regularly available and children are encouraged to name a wide range of colours during everyday activities. They are beginning to learn how to mix colours, for example they learn that black and white mixed together makes grey and that grey is an appropriate colour to paint clouds. Many varied opportunities are available for children to use their imagination, for example during the space shuttle role play scenario. Shaving foam in a tray leads to good discussion about smell and texture and staff supporting the activity introduce letters of the alphabet drawn in the foam. Resources such as Sellotape, glue sticks and scissors are available for the children to add interest to their creativity.

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

The provision is satisfactory.

Children are cared for in an environment where relationships between adults and children are very positive. Children are settled and play happily together and they receive appropriate support. Staff are approachable and are skilful communicators with children across all age

ranges. Children behave very well in response to clear boundaries set by staff who are skilled at helping them to listen and concentrate when it is important to do so. Children are learning to take turns, share their toys and develop good manners. They are involved in making choices about their play and have free choice of toys and activities which fosters their independence. Praise, encouragement and rewards are used well by staff to promote children's self-esteem, their contributions are valued and good work and behaviour is acknowledged. The setting knows the children well and they are provided with equality of opportunity, there is no bias in their practice in relation to gender or race. Children with learning difficulties and/or disabilities are welcomed into the setting and staff are committed to the full inclusion of all children. Children's awareness of the wider society and different cultures is introduced through discussion and activities. A satisfactory range of resources are available which give children a balanced view of the world and supports their learning in this area. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is satisfactory. New parents receive basic written information about how the setting operates and newsletters inform them of special events, policy reminders and themes for example, however written information for parents to see on a daily basis is not displayed in the setting, for example the snack menu. A written complaints procedure is in place, however the policy has not been revised to include the necessity to respond within the required timescale to a formal complaint made by a parent or carer. Parents are welcome at the setting, they can play an active part in the management of the group and a parent helper rota is displayed. Staff work with parents at the beginning of the child's placement to ensure their needs are met and as a consequence children settle well. Key workers have a good knowledge of the needs of the children under three years and staff report that activity plans for the younger children are supported by the 'Birth to three matters' framework. However, there is no written evidence to demonstrate that individual children's developmental needs are monitored. The partnership with parents who receive nursery education funding is satisfactory. Parents are given basic verbal information about the Foundation Stage and six areas of learning at the onset of the placement, however they receive minimal written information about the educational programme and there is no written evidence which monitors individual children's progress through the stepping stones to share with them. Staff report that activity planning for the older children is based on the Foundation Stage curriculum, and discussed at planning sessions, however there is no written evidence which monitors learning goals for individual children, this therefore cannot be shared with parents in a consistent and formal way to enable parents to support their child's learning at home. Children's progress is shared with parents at 'parents' mornings' which are held approximately every 9 months and daily verbal feedback informs parents about what their child has been doing whilst attending the setting. However, the setting does not take account of the needs of all parents to help them understand the Foundation Stage and of the children's needs to be helped to make progress towards the early learning goals.

## **Organisation**

The organisation is satisfactory.

Children are cared for by staff who are qualified, have relevant experience and good childcare knowledge. They demonstrate a good understanding of children's needs to promote their well-being. All staff have been appropriately vetted and are encouraged to undertake further training which in turn benefits the quality of care and experiences for the children. Staff are very approachable and children are confident to ask questions and request support which is freely given. Children benefit from a familiar and consistent routine which helps them to feel

secure in the setting. Space and resources are well organised to maximise children's play and learning and staff work well together to ensure the smooth running of the setting. However, the organisation of resources does not fully support the oldest children to engage in challenging activities. Most policies and procedures are good and support the care, safety and welfare of the children. An accurate record is maintained of children's attendance.

Leadership and management of children in receipt of funding for early education is satisfactory. The manager works directly with the children and demonstrates a good understanding of how they learn and develop. She provides a reliable role model for the staff team, and includes them in decision making regarding the running of the playgroup. A system of observation and assessment is in place, however there is no written evidence to show staff are using these to inform planning for the next steps in children's learning. The activities to support the Foundation Stage are delivered well by staff who communicate very well with the children to support their learning, however there is no written evidence to show the educational provision is monitored and evaluated to ensure the curriculum is effective and promotes individual children's progress. Staff have a clear understanding of their roles and responsibilities and systems are in place which provide them with direction and support.

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

### **Improvements since the last inspection**

At the last care inspection the setting was asked to ensure snacks offered to children are varied and nutritious, this has been addressed and snacks consist of a healthy balanced diet such as fruit, yoghurt, cheese and biscuits, cereal and toast. The setting was also asked to review the complaints procedure to ensure it is up to date and includes the full details of the regulator, and make parents aware. The recommendation has been addressed as the policy now contains the full contact details of the regulator. However, the complaints procedures have been up-dated via an addendum to the National Standards in 2005. The policy at the setting does not contain full details of the addendum requirements and a recommendation will be made in this inspection report to reflect this.

At the last nursery education inspection two key issues were raised. The first was to develop planning so that it informs teaching and evidences how children are moved on in their learning. This has not been addressed satisfactorily and will be raised as a further recommendation at this inspection. The second key issue was to create routine opportunities for children to explore and investigate technological equipment and develop their use of language and sense of place. Children have a laptop computer in the setting and have manufactured toys to investigate technological equipment such as the remote controlled car, they also learn about technology through themes, such as the space ship role play. Children have opportunity to develop their use of language and sense of place, this was evident in 'carpet time' where children become used to talking in a large group about their local and wider community. Children's language ability is good.

### **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):

- ensure the complaints policy is reviewed to reflect the timescale in which a written response is made to a formal complaint made by a parent or carer.

#### **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 planning to ensure written evidence is provided that links the observations and assessments to individual children's next steps in learning and development and shows the learning intention of activities (also linked to childcare)
- develop differentiation so that resources reflect appropriate challenge according to age and stage of development (also linked to childcare)
- improve the information given to parents, particularly with regard to the Foundation Stage (also linked to childcare)
- ensure all aspects of the provision for nursery education are evaluated and areas for improvement are identified and acted on.

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)