

# Bruntwood Pre-School LTD

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY361731
<b>Inspection date</b>	17 July 2008
<b>Inspector</b>	Teresa Ann Clark
<b>Setting Address</b>	198 Bruntwood Lane, Cheadle Hulme, Cheadle, Cheshire, SK8 6BE
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<b>Registered person</b>	Bruntwood Pre-School Limited
<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?

Bruntwood Pre-School was registered in 2008 and provides playgroup facilities for children within the local community. It operates from the church hall, which is situated in the Cheadle Hulme area of Stockport. Children have access to a large playroom, a hall and outdoor play area. The group opens Mon to Friday from 09.30 to 12.00 during school term time.

There are currently 43 children on roll. This includes 12 children in receipt of nursery education funding. Children attend for a variety of sessions and come from a wide catchment area. The setting supports children with additional learning needs and children who have English as an additional language.

There are ten staff employed to work with the children. The manager and six staff hold appropriate early years qualifications. The playgroup receives support from the local authority, which includes advice and support from the early years advisory teacher. The provision is also a member of the Playgroup Network.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Staff follow sensible hygiene routines to protect children from infection. For example, they clean surfaces with anti-bacterial sprays and wash their hands before handling food. Children develop a good awareness of personal hygiene. They use child steps to access toilets and wash basins independently, washing their hands, using soap, and under running water. The older children understand that they need to 'wash away germs, that can make us sick'. Children are protected from illness because staff follow an effective sick child and exclusion policy. Accidents, incidents and any medication administered is recorded conscientiously by staff and acknowledged with parental signatures, thus protecting children's well-being.

Children benefit from regular outdoor activities; they run and play in the fresh air, which contributes towards their health. They are provided with a good selection of play equipment which enables them to be physically active and acquire and practise skills. For example, they balance on the beams and practise their throwing skills as they attempt to throw the ball into the basketball net. Children develop strength, co-ordination and pleasure in activities that contribute to a healthy lifestyle.

Children keep themselves refreshed and hydrated throughout the session. They frequently help themselves to a drink from the water jug. Children are becoming aware of healthy food options during snack time.

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

The provision is good.

Children feel welcome in premises that are adequately maintained, have natural light and are kept at a suitable temperature. They benefit from ample space to enable them to move around safely and freely. They engage in a variety of activities and play experiences which promote their overall development. The play areas are generally well organised and photographs of the children and samples of their work are displayed around the room. A range of good quality, age appropriate toys, equipment and resources are arranged at child height enabling children to initiate and extend their play independently and safely. However, the role play area is not sufficiently resourced to enable children to develop their imaginative skills.

Risk assessments are undertaken regularly, by staff who effectively address any issues discovered, thus minimising hazards to the children who play in a safe environment. Fire detection equipment and evacuation procedures are in place and regular fire drills ensure the children are familiar with the procedures. The children are cared for in a secure environment. Doors are kept locked during the sessions to ensure children cannot leave the building or unwanted persons cannot enter. Children are beginning to develop an awareness of how to keep themselves safe within the setting. For example, they know to sit properly on chairs and not to run indoors because they may hurt themselves.

Staff have a sound understanding of the signs and symptoms that raise professional concerns about a child's safety and a basic understanding of the procedures to follow should they have such concerns. The contact details of the relevant agencies is easily accessible in the event of any concerns about children's safety and welfare.

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

The provision is satisfactory.

Staff establish positive relationships with children who are generally happy and settled in the group. Children arrive confidently and eagerly participate in activities of their own choosing. Children benefit from consistent staff and close, caring relationships are developing, increasing children's sense of trust and helping them to identify a sense of self. Staff regularly observe children and these observations are used generally to inform the planning. However, they do not identify next steps to effectively plan children's individual learning. This hinders their potential to develop. Good emphasis is placed upon children making choices, following their interests and initiating their own ideas. Much of the session is child initiated play with staff effectively deploying themselves amongst the children to support their efforts.

Nursery Education.

The quality of teaching and learning is satisfactory. A well established team demonstrate a sound knowledge of the Foundation Stage and work well together to motivate and support children. However, the daily routine is not always effective, for example, small group activities, before snack time are disrupted by children moving away from tables and noise levels are raised. Large group times do not meet the needs of all the children because younger children become restless and less confident children are not fully involved.

Children are making steady progress in their learning. They find their name on arrival as they self-register. Older children speak confidently and clearly make their needs known to the staff. They enjoy looking at books and sharing them with staff. Older children make good attempts at writing their names and spend time in the writing area. However, they are not encouraged to mark make in other areas of their play. They enjoy learning the sounds of letters in a fun way as they play 'I spy'.

Children are learning a repertoire of rhymes and songs through daily singing sessions. Counting skills are encouraged during everyday activities and through singing rhymes. Children learn about shape through collage and printing with shapes. They confidently use the computer to support their learning. Children enjoy exploring sand, they describe its texture and say 'It feels cold'. They are developing an understanding about capacity as they fill and empty buckets.

Children form friendships with each other and talk about who their friends are. They generally play well together, sharing the toys and equipment. Older children enjoy helping younger children use the computer and taking on tasks, such as helping to sweep up the spilt sand.

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

The provision is satisfactory.

Children are warmly greeted by staff who are interested in what they have to say. This helps children feel secure and increases their sense of belonging. Children receive praise for their efforts and achievements boosting their confidence in their abilities and building positive self-image. High priority is given to children's ability to make choices, develop independence and extend their own play. This results in children who are decisive and attend competently to many of their own personal needs with the confidence to ask for help when required. Children are developing positive attitudes towards others because their surroundings, play materials and activities positively reflect our diverse society.

Children with additional learning needs and children who speak English as an additional language are warmly welcomed into the setting. Staff work in partnership with several other agencies and parents to support children. However, the policy for special needs lacks detail and there are no clear systems for identifying and assessing children who may have additional learning needs.

Staff have a secure knowledge of how to promote positive behaviour. They use consistent strategies, such as rewarding and praising children for good behaviour and intervene appropriately in situations that are unacceptable. For example, when children squabble over resources or run around inside. This helps children to understand responsible behaviour and as a result children are generally well behaved. Staff act as good role models and are calm and polite with each other and the children. They gently remind children to use please and thank you when necessary. Children learn about right and wrong and develop respect and consideration for each other and their environment. All children help to tidy away toys and older children are eager to share their skills and help younger ones. Children's spiritual, moral, social and cultural development is fostered.

The partnership with the parents and carers of funded children is good. Staff find out about children's starting points when they first join the setting. They share information about children's progress verbally, through the work they take home and through written reports and parents meetings. A special parent notice board contains relevant information. For example, the registration certificate, complaints procedure and information on activities.

## **Organisation**

The organisation is satisfactory.

Children are adequately protected by appropriate systems for the recruitment and vetting of staff. Staffing levels are organised to ensure the setting is within the required ratios and that children receive an appropriate level of support. Documentation and records which contribute towards children's safety, welfare and well-being, such as registers, parental consents, staff and children's details and policies and procedures are in place, and generally well organised and consistently maintained.

The leadership and management of the nursery education is satisfactory. The manager is a good role model and conscientious with a sound understanding of the Foundation Stage of learning. She stimulates and manages her team by working alongside them. Systems for monitoring and evaluating the quality of teaching and learning are in place and the manager receives support from the local authority. The manager has worked hard in developing planning systems and continues to develop these. The management and staff are committed to improving the quality of care and education for children.

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

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration 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):

- review the routine of the session, in particular group times to maximise children's learning
- ensure the role play areas are sufficiently resourced to enable children to develop their imagination
- ensure the special needs statement is based on current legislation and develop systems for the identification and assessment of children with special needs.

#### **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):

- continue to review and develop the systems used to identify children's individual learning and progress; for example, evaluations and identification of next step learning to focus planned activities and staff interaction (also applies to care)
- provide opportunities for children to mark make in all areas of their play.

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)