

Brighton Hill Pre-School

Inspection report for early years provision

Unique reference number

EY294432

Inspection date

10/09/2008

Inspector

Loraine Wardlaw

Setting address

Early Years Building, Gershwin Road, Basingstoke,
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Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Brighton Hill Pre-School opened in 1974, but moved to its present premises in 2004. The pre-school operates from the old early years building in Brighton Hill, Basingstoke. It is run by a voluntary management committee. Children have access to a secure outdoor area. The setting serves families from the local community and surrounding villages.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting is registered to provide care for a maximum of 26 children aged from two to five years. Currently there are 41 children on roll, this includes 31 funded three-year-olds. The setting makes provision for children with learning difficulties/disabilities and for children who speak English as an additional language

The pre-school is open five days a week during school term times from 09:15 until 15:30. Children can attend for a variety of sessions or for the whole day. The committee employ a manager and five members of staff to work with the children. All staff are qualified to level two or three in early years. The setting receives support from the Local Authority.

Overall effectiveness of the early years provision

Children's needs are met well at the pre-school because staff are effective in promoting their welfare, learning and development. However, there are some minor weaknesses in the educational programme, assessments and communication with the regulator. The inclusive and welcoming learning environment embraces successful links with the children's parents/carers. Good systems are in place to support children with learning difficulties/disabilities. All staff are involved in the settings continuous improvement, through the groups self-evaluation process which includes targeted plans for the future.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop evaluation systems further to ensure there is a balance of adult and child-led activities, and adults extend/challenge children in their learning and development across the six areas
- improve the observation and assessment systems to monitor children's progress

To fully meet the specific requirements of the EYFS, the registered person must:

- improve systems for notifying Ofsted of changes to the people who form the management committee

13/10/2008

The leadership and management of the early years provision

The experienced manager leads a coherent staff team, all with a common sense of purpose to successfully promote the outcomes for children. They are suitably qualified and strive to provide and maintain good quality care and education, through reflecting on their practice, staff training and appraisals. However, the self evaluation system does not scrutinise the balance of adult and child-led activities, nor individual staff practice. Robust systems are in place to recruit and vet new staff, but the system for communicating changes to Ofsted, regarding the management committee has flaws. Good emphasis is put on children's safety; regular safety checks and an annual written risk assessment is carried out. Staff are vigilant about possible risks and have good security systems in place to ensure children remain safe at all times. Children are well safeguarded because staff are knowledgeable about the safeguarding procedures. Children enjoy independently accessing the stimulating, well-resourced environment. Child height furniture and plenty of clearly labelled resource boxes enable them to access their play equipment easily and at a time of their choosing. Very effective partnership working means that both parents and other providers work together with the setting, to help children make progress in their development and to foster their care. Weekly, written progress reports inform parents of children's achievements, parents are encouraged to do activities at home and workshops/open days are organised for parents. The pre-school practice is underpinned by good policies which includes a succinct complaints procedure for parents. Overall, there is good maintenance of records with the exception of the children's observation and assessment records.

The quality and standards of the early years provision

Children demonstrate a very positive attitude to their learning; they are confident individuals who quickly and independently settle at a self chosen, purposeful play activity in the well set up, enabling environment. They need minimal support from the staff because they are happily and actively engaged in their learning. For example, two children make their own clothes shop with the dressing up clothes and till, while several children sit together at the play dough table, manipulating it, talking about what they have made, how many and the shapes. Children use the computer well, effectively demonstrating their skills using a mouse whilst sorting fruit into a basket which in turn develops their numeric skills. There is a high emphasis on child initiated activities, with adult-led, focus activities planned only a few times a week and mainly in the creative area, which impacts on how much children can achieve. Individual planning for each child takes place and is implemented incidentally, by their key worker; most children have a termly target which loosely arises from the settings observation and assessment system. This includes a parental assessment of children's capabilities on entry to the group. However, the observation and assessment system does not include anecdotal written observations; their assessment of their key children's progress is currently recalled from the staff's memory. Children happily explore the dry sand and build recognisable models with magnetic shapes, but occasionally staff miss opportunities during free play to challenge and extend children in their learning.

All staff demonstrate good commitment to promoting the welfare of the children, with particular success in the area of children's health, well-being and behaviour. Children demonstrate they know the routines very well, even after the long summer break. They are involved in the preparation of the snack, ring the bell to show the snack bar is open and line up very orderly to select their name before visiting the bathroom. They then come back, after washing their hands, to select their snack from the good variety on offer and then sit with their peers at a table. Children develop good codes of behaviour and co-operate extremely well with others; staff explain to the older children they all have to help the new children to share and learn. Staff foster positive relationships with children; this is noticeable when children spontaneously sing 'happy birthday' to staff with a pretend cake and candles. Children learn about how to stay safe in an emergency, when they recall the fire drill to the inspector. Other children are given guidance by staff on how to sit on a chair safely. Outdoor and indoor spaces are used well by the children; this safe and stimulating environment enables them to thrive.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted 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.