

# Bracebridge Heath Pre School

Inspection report for early years provision

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**Unique reference number**

EY368966

**Inspection date**

02/12/2008

**Inspector**

Melanie Arnold

**Setting address**

St Johns Primary School, Grantham Road, Bracebridge  
Heath, Lincoln, LN4 2LE

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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**

Bracebridge Heath Pre-school has been running for over 30 years and moved to new premises in 2008. It operates from premises in the grounds of the primary school in Bracebridge Heath, a suburb of Lincoln, Lincolnshire. It is managed by a voluntary management committee made up of parents of children attending the pre-school. There is an enclosed, secure outside play area for children to use in addition to the school playing field. The premises are on one level and are accessible by stairs or by a ramp. The pre-school opens during school term times from 09:05 to 11:45 Monday to Friday and from 12:30 until 15:00 on Monday, Wednesday and Thursday afternoons.

The pre-school is registered to care for a maximum of 24 children aged from two to under eight years at any one time. There are currently 41 children on roll within the Early Years Foundation Stage (EYFS), and of these, 27 receive funding for early education. The setting is also registered by Ofsted on the compulsory part of the Childcare Register. The pre-school employs six staff, five of whom hold appropriate early years qualifications. One member of staff is working towards the Early Years Foundation Stage degree. The pre-school is a member of the Pre-school Learning Alliance.

## **Overall effectiveness of the early years provision**

Children are well supported and have their individual needs met through the caring staff team. Strong partnership working has been achieved with parents, carers and other professionals to promote children's welfare and development. Children are enabled to make progress in their learning and development because staff skilfully use a good range of questioning techniques during adult-led and child-initiated activities, which creates purposeful learning experiences. Mainly effective practices and procedures contribute to the promotion of children's welfare. The setting strives to make continuous improvements through monitoring their provision, however, the system of self-evaluation is not yet fully completed in detail.

## **What steps need to be taken to improve provision further?**

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

- extend the detail recorded in the risk assessments to include anything with which a child may come into contact
- develop regular staff appraisals to help identify staff training needs
- develop further the system of self-evaluation so that it is fully effective in identifying areas of strength and areas requiring further development to aid continuous improvement.

## **The leadership and management of the early years provision**

Children are happy and settled in the well organised environment. Toys and resources are stored at child height creating an accessible, stimulating environment, where children learn through play.

In the main, all required documents, policies and procedures are in place and completed with clear information to ensure the safe and efficient management of the EYFS. Children's safety is protected through regular safety checks and the staff taking action to minimise potential hazards. However, although risk assessment systems are in place, these do not contain detailed information about all potential risks to children, to ensure their safety is not compromised. Children are further safeguarded by the committed, suitable staff team who work effectively together to ensure children's needs are met. Staff have a clear understanding of their roles and responsibilities, which ensures children remain protected at all times. For example, staff have a good understanding of child protection issues and procedures to follow should they have any concerns about a child's well-being. However, a staff appraisal system has yet to be implemented to fully ensure all staff continue to develop their knowledge and skills, through appropriate and relevant training.

Effective systems are in place to ensure continuity of care for children is maintained. For example, parents and carers are encouraged to share clear information with their child's key person to ensure children's individual needs are met. The setting also works well with other professionals and providers, sharing relevant information for the benefit of children's continued care and learning. All children are valued as individuals and treated with equal care and concern, which enables them to make progress regardless of their background. The setting are striving to make continuous improvements and regularly monitor their provision. This enables them to make changes, where needed, to further enhance the experiences of children. However, the setting has yet to fully complete their self-evaluation to ensure all aspects of children's care, learning and development are fully monitored and evaluated effectively.

## **The quality and standards of the early years provision**

Children remain healthy and learn about maintaining their own health and well-being through good hygiene practices implemented as part of the daily routine. They learn about how exercise affects their bodies when they are encouraged to feel how fast their heart is beating after physical activities outside. Children show an awareness of their own needs and are encouraged to be independent. For example, children freely access fresh drinking water throughout the session, pouring their own drink when thirsty. Also, at snack time children choose between milk or water to drink and pour this themselves. Snack time is a social occasion where children enjoy and benefit from a healthy range of snacks.

Children enjoy playing in a well organised, secure environment, where clear procedures are in place to ensure their safety is well maintained. They learn about keeping themselves safe through activities and regular discussions which come

about during daily play activities. For example, children are made aware to be careful when playing outside because it may be slippery because it has been snowing. They are encouraged to develop the habits and behaviour to be good learners through staffs' positive role modelling. Children's behaviour is mainly good because staff offer regular praise and encouragement to promote their self-esteem. Through the daily experiences children engage in, they also learn about waiting patiently for their turn. Hands on learning experiences are provided for children, which further encourages them to become active learners.

The environment is well organised, with zoned areas set up to cover the six areas of learning, which helps to ensure children make progress in all areas. Children are also enabled to make good progress through the skilful staff team, who continually ask effective questions and provide children with good first hand learning experiences during adult-led and child-initiated activities. This helps to create purposeful learning experiences throughout the session. For example, children showed great excitement when it began to snow, so a member of staff took a group of children outside, providing them with a great first hand experience of snow. They enjoyed making footprints in the snow and trying to catch snowflakes on black paper so they could take a closer look at these.

Planning, observation and assessment systems are in place and used to chart children's progress and to inform future planning for children's next steps. Staff also take into account children's interests and use this information to inform future planning. The system is currently being further developed to ensure all staff can more actively participate, which will further enhance children's learning experiences. During the daily routine children's communication and mathematical skills are promoted as they are encouraged to count how many children are present at register time. They also discuss any news they have and look at the weather and discuss the day, date and month. Clear systems are in place which enable parents to be involved in their children's learning from the outset. For example, information is gathered on children's starting points, termly newsletters keep parents well informed of current activities in relation to the six areas of learning and regular parents evenings are held to share children's progress with their parents.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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](http://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

## **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 registration.

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.