

# Bramble Brook Pre-School Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	EY282068
<b>Inspection date</b>	21/10/2008
<b>Inspector</b>	Jean Otter
<b>Setting address</b>	St. Johns Church, Devonshire Drive, Mickleover, Derby, Derbyshire, DE3 9HD
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<b>Email</b>	
<b>Type of setting</b>	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).

## **Description of the setting**

Bramble Brook Pre-School Playgroup opened in 2004 and operates from St Johns Church Hall in Mickleover, Derby. It is committee run and serves the local area. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open from 09:15 to 11:45 on Monday, Tuesday, Wednesday and Friday during school term time and the opening time is extended until 13:00 for a lunch club for those parents who wish their child to attend. The setting is a single storey building with wide doors providing easy access for wheelchair users.

The provision is registered by Ofsted on the Early Years Register and there are currently 38 children aged from two to five years on roll. The playgroup currently supports children where English is an additional language.

The group employs seven members of staff. Of these, four hold appropriate early years qualifications.

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

Bramble Brook Pre-School Playgroup provides satisfactory provision for children in the Early Years Foundation Stage. Children enjoy their time at the setting and a good range of resources and activities are provided. However, the learning intentions of the activities are not always clearly developed and communication with the children does not always effectively 'bring alive' the activities to support their learning and development robustly. Children's welfare is soundly promoted and all necessary safety procedures are in place. Some areas for improvement are being identified and the systems that underpin the setting are in place. The partnership with parents is good, they are provided with clear information about the setting and their child's progress.

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

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

- ensure the learning intentions of all activities are clearly understood and staff communicate effectively with the children to support their learning and development
- ensure the learning and development needs of all children are met in relation to their age and stage of development
- ensure all children are provided with an inclusive service

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

Some areas of the leadership and management of the setting are sound, particularly the areas that focus on systems and documentation. Effective,

appropriately maintained records, policies and procedures, which are required for the safe and efficient management of the setting, are in place. These are implemented well to ensure that the welfare and care needs of all children are met and that they are well protected. These include sound recruitment procedures. All policies are readily available to parents together with other relevant information. Staff are aware of the setting's policies and procedures and show a good understanding of safeguarding children. The qualification requirements of the staff team are met and the manager is keen to continue to develop her skills by further training. Staff generally work well together and provide an environment that is safe and secure. Detailed risk assessments are undertaken together with daily checks which minimise risks within the setting. There is a good range of resources that are well maintained, however the resources to promote children's skills in information technology are limited. Staff are deployed effectively throughout the setting to ensure good supervision of the children.

The manager is committed to continuing improvement and has begun the process of self-evaluation in meeting the requirements of the Early Years Foundation Stage. The evaluation process reflects on observation, assessment and planning, however the evaluation of these aspects are not wholly effective because practice is not evaluated sufficiently well. The setting is beginning to develop new systems for Early Years Foundation Stage assessments and staff meet to discuss any issues relating to planning and assessment systems. Some improvement is evident from recommendations made at the last inspection, however some aspects of the recommendations relating to practice are repeated at this inspection.

Staff work closely with parents and carers, seeking and valuing their contribution as partners in their child's learning and development. An open door policy is maintained and a parents' comment and observation box is clearly placed on the front desk together with the policy procedures. Staff have used their comments and observations, for example when planning activities and when reviewing the information displayed on the notice board. Parents receive a comprehensive newsletter each half term with information relating to the role of the key person, activities, and how parents can be involved. Parents are offered formal times for feedback about how their child is progressing and the key person keeps parents up to date with their child's progress on a daily basis. The manager has some good ideas about how to establish positive links with other providers in the area to ensure that children's needs are consistently managed across the differing provisions that they attend.

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

Children make satisfactory progress across the areas of learning and development and practitioners have adequate knowledge of the Early Years Foundation Stage. Staff are warm and sensitive as they attend to the children's welfare needs and they observe the children as they play to ensure their needs are met. They engage in the children's play and take into account their interests when planning activities, however they do not fully support all children's learning skilfully. Differentiation is not used effectively for the youngest and most able of the children and the structure and learning intentions of the activities although defined in the planning are

ineffective in practice because staff do not interact or question the children to extend their knowledge, skills and learning sufficiently well. The communication used with the children does not effectively 'bring to life' the activities, challenge the children's thinking or encourage further exploration.

Children's starting points are recorded on entry, with information sought from their parents and through a period of observation. The manager completes the planning with input from the staff, who use their observations of the children to inform her of their next steps. However, the assessment of the children's responses to the activities is limited, therefore do not clearly show children's individual learning needs. The setting is beginning to include children's names on planning sheets to develop individualised learning. Daily plans provide resources that cover each area of learning and all staff evaluate the weekly activities to decide whether they were successful or unsuccessful and the evaluation is linked to future planning.

Children have access to a good range of equipment and resources. Laminated picture cards depicting a wider range of resources are accessible to the children so that they can choose other toys for themselves. This idea is particularly useful for children who are learning English or who have language delay. Imaginative play is particularly well provided for where children can express their own ideas, thoughts and feelings. A book area is available and staff read stories to the children spontaneously, stories are also available on compact discs, which children enjoy but find difficult to hear because of the noise levels within the room. Children are divided into two age- appropriate groups at story time, however practice is not always effective in retaining the children's interest. Counting and subtraction is used in play, singing and games, however there was little language relating to mathematical concepts such as shapes, measurement, weight or space. There is no outdoor play area that is suitable for the children, however large apparatus, bats, balls and further outdoor equipment is brought into the main playroom each day to ensure they have opportunities for physical play. The manager is having discussions with the committee to try and resolve this issue. Visitors to the setting, such as fire fighters with their engine and the school crossing patrol, support children in their learning of personal safety and their knowledge and understanding of the world. A selection of mark-making tools are available at each session and children are encouraged to copy their own names onto pieces of creative work. Children's self-esteem is promoted as staff praise work and encourage children to show it to their parents. However, the environment is not rich with positive images of culture and diversity and the setting is not sufficiently pro-active in helping children from different backgrounds to see themselves in the setting.

## 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

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

### Leadership and management

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

### Quality and standards

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

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 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**

Since the last inspection there have been no complaints that required the provider to take any action in order to meet the requirements of the Early Years Register.

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.