

Brunel-Meredith Pre-School

Inspection report for early years provision

Unique reference number	143441
Inspection date	10/11/2008
Inspector	Jo Curd
Setting address	Brunel Junior School, Wymering Road, Portsmouth, Hampshire, PO2 7HX
Telephone number	02392 652745 or 07900831016
Email	
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

Brunel-Meredith Pre-School was established over 25 years ago. It is an amalgamation of two pre-schools which lease space from the local infant and junior schools. This pre-school operates in the upstairs of an annexe leased from Brunel Junior School and has a secure outside area. It has charity status and is organised by a voluntary parents management committee. It takes a maximum of 26 two- to five-year-old children at any one time. It is open Monday to Friday from 09:00 to 11:30 during the school term. It welcomes children with additional needs. It currently supports a number of children with English as an additional language. The committee employ a qualified manager who has overall responsibility for the day-to-day running of the group. In addition, a total of four practitioners work directly with the children, all of whom have appropriate early years qualifications. This provider is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

This is a good pre-school where children's welfare, learning and development are good. All the staff are experienced, committed and well trained. They understand children's needs, development and the Early Years Foundation Stage (EYFS) curriculum well and generally organise resources and sessions effectively to promote these. They are committed to inclusive practice and successfully support all the children well. They provide a stimulating environment in which children choose and pursue a wide range of activities and interact with children extremely well to stimulate language and learning. Adult-led activities are less effective, however, because planning does not currently give them enough priority or emphasis. Learning is consequently not always as good or focused as it could be. Although children have a good understanding of how to keep healthy and are vigilant about washing their hands before snack time, they do not currently do this under fresh running water.

Leaders and managers conduct their roles effectively. They provide a well organised, rich, stimulating environment for children and a wide range of well planned experiences. They have adapted their planning to meet the requirements of the EYFS curriculum and have already identified the need to increase the frequency and focus of adult-led activities. They have made good progress since the last inspection. Effective self-evaluation provides an accurate understanding of provision and strong capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- improve planning to include details of adult led activities which will help children achieve the next steps in their learning
- ensure that children wash their hands in clean water before eating their

snack

The leadership and management of the early years provision

Leadership and management are good because the staff provide a rich and stimulating environment in which children achieve well. There are warm, encouraging relationships through which children gain confidence and independence and the staff are very committed and experienced. There have been good improvements since the last inspection. Links with parents are good. Children are invited 'to bring a parent to pre-school' each month, when parents can play with their children, meet the child's key worker, and look at and discuss their child's work and assessments. Consequently, parents are more informed about the Early Years Foundation Stage (EYFS) curriculum and how they can support their children's learning and development at home. They are happy with the pre-school, knowing that their children are settled and developing well. The building is safe and used well, despite the limited space available. Staff have liaised well with the infant school and now have time to use the infant playground each day. Opportunities for children to play and learn outside have increased and improved. The complaints procedure has been considered and updated, the complaints phone number is displayed on the parent's notice board and the pre-school now has a complaints log. Systems to safeguard the health and safety of children are in place.

Staff know the pre-school well and tackle weaknesses and challenges effectively. Self-evaluation is frequent and accurate. In an attempt to provide the EYFS curriculum, leaders and managers have recently adapted planning and activities. There is now a greater focus on more activities for children to choose for themselves so that the staff can interact with the children. Whilst these ensure that learning and development are good, adult-led activities are not always planned sufficiently to provide more challenging tasks that will extend the children's learning further.

The quality and standards of the early years provision

All the children are cared for well. Younger or less confident children are comforted and reassured appropriately. This successfully helps them to settle and gain confidence, effectively adding to their welfare and ability to learn and develop. Personal, emotional and social development is good. Older children have good opportunities to take initiative and responsibility. They contribute extremely well to their pre-school community. Several loved washing up after snack time and persevered cleaning bowls and cups at a child-level sink with washing up liquid and a brush. Resources are organised and accessible. Leaders and managers have recently purchased two small ingenious sinks which work on pumps and allow fresh running water without plumbing. This enables children to easily wash their hands after painting without leaving the room to visit the cloakroom. Children have a good awareness of how to stay healthy and the importance of washing their hands before snack time. Unfortunately one of the new sinks is currently broken and children currently wash their hands in a bowl rather than under fresh running

water. Children behave well and take care with equipment and tools, using scissors and sticky tape cutters safely and sensibly. They enjoy the pre-school musical approach to letters and sounds, although planning does not currently ensure that they cover these each day. Mathematical terms and vocabulary including numeracy are incorporated into routines such as snack time. Children develop physical skills well through cutting, sticking, painting and riding tricycles outside. They learn about the world around them and current events such as Remembrance Day. They use a range of creative techniques well, although adult input and teaching are not always as focused and specific as they could be. Preparation for later life and learning are good because children behave well, play and work together cooperatively and are keen to learn.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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.