

Brooklands Young Explorers

Inspection report for early years provision

Unique reference number	EY368548
Inspection date	25/11/2008
Inspector	Constance Tyce
Setting address	Brooklands Primary School, Palfrey Heights, Brantham, Manningtree, Essex, CO11 1RX
Telephone number	01206 392291
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

Brooklands Young Explorers is trustee owned and run by the Brooklands Young Explorers Management Committee. It opened in 2008 and operates from a classroom within a Primary school with its own entrance. It is situated in the village of Brantham. The nursery is registered on the Early Years Register to care for a maximum of 20 children at any one time. There are currently 11 children on roll. The after school club is registered by Ofsted on the compulsory and voluntary childcare register. A maximum of 20 children aged five to 11 years may attend at any one time. There are currently 11 children on roll with two children within the Early Years Foundation Stage (EYFS). The nursery and out of school facility is open from 09:00 to 15:30 for the nursery and 15:30 to 18:00 for the after school facility. All children share an enclosed outdoor play area. The room is on the ground floor with easy access for all. The nursery employs nine staff. Seven of the staff, including the manager hold appropriate early years qualifications. One member of staff is working towards a qualification.

Overall effectiveness of the early years provision

Children are nurtured and motivated. Staff provide children with a range of positive learning opportunities which enable them to make good progress. The setting is safe and secure, and the environment promotes children's independence and learning effectively. Children's individual needs are recognised and valued by staff, who are well informed of their starting points and capabilities through sensitive observations. Staff work extremely well together and have developed good relationships with the children. The partnership with parents is outstanding and parents very much value the support and care given to their children. Good links with the school ensure that children settle quickly into school.

What steps need to be taken to improve provision further?

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

- develop further the outdoor provision to ensure it is used to its full potential
- complete the self evaluation process in order to identify strengths in the provision and future areas for development.

The leadership and management of the early years provision

Staff have worked hard to create an inclusive environment for all children who attend. The premises are warm and welcoming and the staff are very approachable, which helps to create an atmosphere that enables a two-way flow of information between staff and parents. Parents are provided with a wealth of information about the setting and their children's daily activities. Discussion with parents, completed questionnaires and recent thank you cards show that parents are very happy with the provision and level of care.

The managers are enthusiastic and their positive attitude provides strong leadership and direction. The cohesive approach of staff ensures high quality care and education for all the children. All staff have a very good understanding of the Early Years Foundation Stage and how young children learn. They know their key children extremely well and plan activities and learning opportunities to ensure that every child's development and welfare is promoted. Children are safeguarded and their welfare is promoted successfully. All required checks on staff suitability are in place. Documentation and records are well maintained. The environment is well organised to encourage children to independently pursue their interests and learning. At present staff have not completed the self evaluation process to monitor and evaluate the provision and identify future areas for development.

The quality and standards of the early years provision

Children very much enjoy coming to this setting. Staff create a stimulating and interesting environment that promotes the children's learning and independence. They support children's learning very well. Effective observations of children are used by the key person to plan next steps in their children's learning. Staff skilfully use the learning opportunities presented within the activities to create a unique and personalised framework for the children, in which they are creative and active learners. As a result, children make good progress towards the early learning goals. 'Learning Journeys' have just been introduced and these provide evidence of children's achievements. Parents are invited to contribute their own observations from home.

Children are very independent. They are curious and speak confidently to the adults and to one another. There are positive relationships between children and some lovely friendships are being developed. Children's social skills are seen as very important and the effective interaction and relationship formed with staff promote and develop their confidence and self-esteem. The well-balanced range of resources and activities provides good opportunities for children to develop early communication and mathematical skills. Children are given many opportunities to learn from first hand experiences about their world and other cultures. They regularly go for walks around their local area. The role play area ensures that children develop their imagination and take on adult roles. Children have access to the outside area on a daily basis but at present it is not being used to its full potential.

All staff have a secure understanding of procedures to protect children and through daily checks ensure a high level of safety every day. Children learn about safety for themselves through explanations from staff and by learning about rules within the setting. Good daily routines protect children from infection and help them to learn about how to take care of themselves. During the day children confidently help themselves to fruit and drinks when they are thirsty. Snack time is a social event where staff and children sit together and enjoy each other's company.

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?	3
How well does the setting work in partnership with parents and others?	1
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 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.