

Brick by Brick

Inspection report for early years provision

Unique reference number

EY301644

Inspection date

09/01/2009

Inspector

Denys Rasmussen

Setting address

Beckenham Rugby Football Club, Balmoral Avenue,
Beckenham, Kent, BR3 3RD

Telephone number

020 8650 7176

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).

Description of the setting

Brick by Brick was first registered in 2005. It is privately owned. It operates from a hall in the Beckenham Rugby Club premises. Children have access to the main hall and small adjoining area. There is access to a decked outdoor area. The pre-school is registered to care for a maximum of 26 children aged from two years to the end of the early years age group. Currently there are 64 children on roll, eight of which are aged under three years. The pre-school is registered on the Early Years Register. It is open Monday and Tuesday from 09:30 until 16:00, with a lunch club provided for a small number of children, and on Wednesday, Thursday and Friday mornings from 09:30 until 12:30. The setting is open term time only. There are six core staff members, five of whom have appropriate early years qualifications. The building has ramp access and disabled toilet facilities. The pre-school is working towards a quality assurance scheme; Quality Improvement in Learning and Teaching.

Overall effectiveness of the early years provision

The good knowledge of each child's individual needs in partnership with parents and outside agencies ensures that staff promote all aspects of children's welfare and learning with success. Effective self-evaluation ensures the pre-school maintains continuous improvements and priorities for future developments are promptly acted on. Staff ensure that children and their families are made to feel welcome and included in the safe and stimulating environment.

What steps need to be taken to improve provision further?

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

- provide more opportunities for children to experiment with and examine living things and natural objects.
- continue to develop the outdoor environment to further complement the indoor provision, extending learning opportunities for children.

The leadership and management of the early years provision

The setting routinely complete risk assessments to promote the children's health and safety. The setting's comprehensive policies and procedures safeguard and promote the welfare of the children, reflecting the staff's good practice. Staff development is encouraged and the manager and staff are continuously improving their knowledge base by attending relevant training. Examples of training attended include the role of the Special Educational Needs Coordinator, behaviour support, and health and safety. Rigorous recruitment, vetting and induction procedures ensure children are safeguarded. Staff are deployed effectively, each understanding their role and responsibility, which ensures they work well as a team.

Staff strive for continuous improvement and are completing a quality assurance scheme to help them reflect on their practice. There are valuable self-evaluation systems in place, such as the parental questionnaires and the inclusion review, along with development plans which have clear targets and dates for reviews. A recent example of a plan being put into action is the development of the outdoor area, having purchased the new equipment they are now waiting for it to be installed and have plans to continue to develop the outdoor environment to extend learning opportunities for children. The positive attitude of both the manager and her staff to continually developing the provision and trying new ideas ensures the quality of the experiences of both children and their parents are continually improving.

The staff work well with the children, parents and outside agencies to ensure that children's needs are well met. The pre-school has good systems in place to share information with parents. They are given a prospectus and the pre-school's policies and procedures. Written displays and regular newsletters inform parents about what their children will be learning in the coming term. The ongoing dialogue and flexible settling in procedures improve the staff's knowledge of the child and their families needs, ensuring they settle well. Children's starting points are recorded and a record of achievement is created, with children's progress being regularly shared with their parents. Parents' views are valued and routines have been changed in response to parent requests. Parents particularly liked the approachability of the staff, the relaxed, friendly atmosphere and the staff's warm and affectionate behaviour towards the children.

The quality and standards of the early years provision

Children are well supported in their learning through the provision of a wide range of interesting resources and planned activities. Through their observations of the children and liaison with parents and outside agencies; staff know the children well and take into account their starting points, current interests and ideas to extend their learning when informing the planning. Planning takes into account barriers to play and learning, for example using a visual timetable and staff see difference as an opportunity for all to learn rather than a difficulty to overcome. Children's self-esteem is fostered when staff praise them and recognise their achievements. They praise and encourage desirable behaviour such as kindness and willingness to share. The staff are caring, courteous and affectionate, providing positive role models for children. Children are well behaved and work harmoniously with each other in response to the realistic boundaries and expectations of staff.

The staff have a thorough understanding of creating a safe and welcoming environment for children. The children know why they must not throw sand 'because it will hurt our eyes' and staff explain that the children cannot have free access to the outdoors on this day because the temperature outside is below freezing and they need to ensure everyone is warm enough. Children are encouraged to adopt a healthy lifestyle. They are offered nutritious snacks and can access water independently. They understand when and why they need to wash their hands to 'get rid of the germs', and staff gently remind them if need be.

Fresh air, exercise and fun feature in the children's daily routine and unless weather conditions are extreme they have free access to the outdoors. They use wheeled toys, skilfully peddling and steering. They play catching and aiming games with the beanbags and express themselves through movement during music and dance sessions.

Children are settled and are making good progress. The good organisation of the environment encourages independence. Children make choices in their play and the flexible snack time means children's play is not disrupted. Once they choose to have their snack, they sit at the table with their friends and return to play once they have finished, learning important social skills. Children are happy to be at the pre-school. They arrive enthusiastically and quickly settle to an activity. Children who are new and less settled are skilfully reassured by staff and given cuddles to enable them to separate from their parent voluntarily.

Children are given good practical opportunities to develop their understanding of number, measurement, pattern, shape and space. They experiment in the sand and water trays. They use size language to describe and compare, and sing songs that introduce them to addition and subtraction. The activities provided give children opportunities to explore and share their thoughts, ideas and feelings through a good variety of art, design and technology, music, movement, dance and imaginative role play activities. However, opportunities for children to experiment with natural objects and to examine living things are not as readily available. Children are given enough time to practise and consolidate their skills and are encouraged to experiment with media. An example of this is when children are painting tubes together and then decide to paint their hands. They put their painted hands on their noses and laugh at each other; staff encourage them to go into the role play area and look at themselves in the mirror. Children are confident mark makers and proudly write their name on their work. They enjoy sharing favourite stories and are keen to visit the book area. Children are relaxed, motivated to learn and express themselves because the staff have a sound understanding of children's development and how best to help them 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 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.