

Brent Road Pre-School

Inspection report for early years provision

Unique reference number EY304484
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Inspector Christine Clint

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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

Brent Road Pre-school has operated since 1985. The current provision is jointly owned and registered in 2005.

The pre-school is accommodated in the scout hut next to Nyewood Primary School in Bognor Regis, West Sussex and has sole use of the free-standing building during the hours of opening. Children are cared for in one main area with separate kitchen and toilet facilities. There is a dedicated outside play area with a patio. Children from the local and wider community attend and there are close links with the neighbouring primary school.

The pre-school operates from Monday to Friday during term times, 09:00 to 11.45, with an optional extended lunch club until 12.30. The setting also offers afternoon sessions on Monday and Wednesday from 12.45 to 15.15. There are five staff working with the children daily, four of whom are qualified in child care and early years education.

There are 45 children on roll and the setting provides funded educational places for children aged three and four years. The pre-school supports children with learning difficulties or disabilities. There are close links with the local authority early years department. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. At the time of the inspection 17 children were attending.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's daily care and continual learning is fully prioritised within the pre-school and very closely linked with their individual needs. All staff show involvement and interest in children's activities, they are very well deployed at all times and understand their key person roles. These include all staff taking responsibility for the newly introduced, comprehensive, systems of monitoring children's developmental progress. Children have ample choice and freedom of movement for the most of the morning and they thoroughly enjoy this extended time to develop their play and learn to make decisions. The providers show a clear ability to continually improve practice through their dedication to working with the new statutory requirements and implementing changes to meet children and parent's needs.

What steps need to be taken to improve provision further?

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

- ensure that a member of staff with current paediatric first aid training is on the premises at all times.

The leadership and management of the early years provision

The providers show a clear sense of implementing change and evaluating daily practice, although a formal written, self-evaluation has not been completed. For example, staff have previously experimented with different styles of providing snacks and drinks during the session, and they now operate a snack bar during the session; this allows choice for children and opportunities for play to be uninterrupted. The providers also show their sound understanding of the new statutory framework because they have competently introduced a thorough system for observing and assessing children's progress. The records show how key staff plan and carry out activities with individual children and record their abilities. Staff often track children's movements during the session and record these to gauge children's play preferences; staff show how they clearly focus on individual learning needs and how they link with parents to move children forward.

Parents are very happy with their children's achievements and they appreciate being fully involved with the records of assessment. These show how parents have regular reviews every term and share information with staff. Parents can then take responsibility for providing further learning opportunities at home. For example, practising counting, when children have difficulties with the order of certain numbers. Records show how staff are clearly able to recognise and record the individual progress that is linked with home. There are also very effective records to show how staff liaise with parents when speech and language development is affecting children's abilities to socialise and build relationships. Parents write and sign all the entries in their children's records and can request to see these at any time. The records are very well organised and managed by each key person responsible.

Children's safety is thoroughly planned and managed at each session. The premises are secure and the outside play area is fully fenced. Children have outside play all year round and they can move independently between indoor and outdoor play when the weather permits. There are organised systems in place for the collection of children and staff monitor this diligently. The fire emergency procedures are displayed and practised regularly. Staff follow a daily procedure for assessing risks within the building and outside, as there is regular shared use of the premises. Staff also show how any concerns for children's safety are managed, by concisely recording incidents and following this with the actions planned. All procedures for accidents and medication are followed, however, only one staff member has current paediatric first aid training and is occasionally not present. Children's welfare is soundly prioritised because all staff are trained in safeguarding children and the providers have many years experience in childcare. All required documentation is in place to protect children and parents are informed.

The quality and standards of the early years provision

All children bring their own containers of water daily and they can access these at any time. They choose when to have snacks and drinks, they confidently pour their

own milk. Children can choose to have warm milk when the weather is cold. There is a good variety of fruit available and parents are encouraged to provide this daily. Children often have toast or crumpets and they have learned to use chopsticks when eating stir fried vegetables and prawn crackers. Photographs show how children practised chopping the vegetables when they helped to making the stir fry. Children are fully independent and can access the toilets at any time, they are learning to take responsibility for personal care. They proudly show how they can put on their own coats for outside play and they are learning how to keep warm when the weather is cold. Staff have displayed a notice to remind parents to dress children in layers to ensure their warmth during the session.

Children learn about managing their own safety within the setting because they spend most of the session making their own decisions and moving freely, staff often remind children not to run and explain how to move safely during physical activities. Children show excitement for group play with the parachute and they know how to respond during whole group games, when they take turns to chase each other in a circle. Children are well supervised because there is constantly a high ratio of staff to children within the setting and this is fully maintained when children walk to the adjacent primary school. They regularly visit the book bus and photographs show that children have shown great interest when they investigated the school pond. Staff and children found a newt during the construction of their own outside play area and they arranged the visit with the school, to give the newt a new home. The providers sensibly understand that children need to expand their experiences to enable them to learn about safety.

Children are motivated and show preference for certain play activities and this encourages their extended concentration. Staff often use this as a one to one time with children to observe and note their abilities and progress. Children race small cars down a wooden ramp, they match the colours and talk to each other about how fast they go. They sit together to use the computer and take turns according to the laminated board showing children's names; children fully understand using the timer to organise their sharing. They sometimes manage their own disagreements and settle to watch each other on the computer. Children use the role play area frequently and their pretend play evolves, this often includes emergent writing, which children confidently explain. Children are learning about textures and how different materials feel, they have played with real snow and felt how cold this makes their hands, they have also felt the pretend snow and talked about the difference. Children learn about ice melting and recognise the steam coming from warm water. They describe the colour, size and shape of ice as it melts.

There are ample photographs to show the wide variety of play experiences that staff provide for children and many are displayed, included in children's portfolios and available as a rolling programme on the computer when parents collect. There is a strong continuity of staff within the setting and all staff show dedication and close team working to meeting the individual needs of parents and children.

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?	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?	1
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

Since the last inspection there have been no complaints made to Ofsted.

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.