

Brierfield Pre School

Inspection report for early years provision

Unique reference number	EY386421
Inspection date	10/06/2009
Inspector	Cynthia Walker

Setting address	Brierfield Community Centre, 21 Colne Road, Brierfield, Nelson, Lancashire, BB9 5HW
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Type of setting	Childcare on non-domestic premises
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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 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

Brierfield Pre School was registered in 2008. It is situated on the main Colne Road, within Brierfield and is registered under a private provider. The Pre School operates from the community centre and has use of the main hall with a small room which can be accessed for quiet activities. There is access to a secure outdoor area. The setting is open on Monday, Wednesday and Thursday morning from 09.15 until 11.45, and on Tuesday and Wednesday afternoon from 12.45 until 15.15, term time only.

The setting is registered on the Early Years Register and compulsory part of the Childcare Register. A maximum of 25 children under eight years old may attend the setting at any one time. There are currently 33 children on roll who attend for a variety of sessions. The setting supports children with English as an additional language. There are six members of staff working in the setting, of whom four hold appropriate early years qualifications. The setting provides funded early education for three and four year olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children enjoy their time in the Pre School, and appropriate learning opportunities are provided to sufficiently meet the children's needs and promote their welfare. Effective links with parents and carers ensure that the needs of all the children are met by valuing each child as a unique individual. The provider is suitably evaluating the provision for children's welfare, learning and development and has identified targets for the future.

What steps need to be taken to improve provision further?

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

- continue to develop the methods of analysing the children's observations to ensure their next steps in learning indicate what learning is to be extended and how this is to be achieved and use this information to plan motivating learning experiences for each child
- review the organisation of activities and staff roles during the session to encourage children's independent learning and review the accessibility of resources to support all areas of continuous provision to support children in making independent choices
- implement the records of information to assess and maintain the suitability of staff as reflected in the recruitment and selection procedure.

The leadership and management of the early years provision

The provider and staff work as a supportive team and are maintaining most of the documentation which is required for the safe management of the setting, and

ensures the needs of the children are sufficiently met. Comprehensive policies and procedures are displayed in the main hall for parents. Although procedures for recruitment and vetting staff are in place the records of information to assess and maintain suitability have not yet been implemented. Suitable risk assessments ensure appropriate actions are taken to manage and eliminate risks to children. The setting has a positive attitude to training and all staff has attended a wide range of training courses.

The staff team have an appropriate awareness of their strengths and weaknesses and have identified targets for the future in their developmental plan, which includes exciting improvements to the outdoor area. Questionnaires to parents give them the opportunity to reflect on the quality of the provision and contribute to the evaluation of the setting. Staff have a good understanding of child protection to enable them to effectively safeguard the children in their care.

Parents and carers are actively welcomed into the setting and receive effective information through interesting displays in the entrance hall, which includes the educational programme. Information is updated through regular newsletters. Effective relationships have been established with parents, which ensure information about their children is shared verbally on a daily basis supported by the sharing of 'My learning journey' with parents of children moving to school. There is opportunity within these records for parents to comment and contribute to their children's assessments.

The quality and standards of the early years provision

The staff's knowledge of the learning and development requirements supports and encourages children to learn appropriately. The children's assessment records 'My learning journey' include spontaneous observations, photographs of children's involvement in activities and examples of art work. Although the staff demonstrate a sensitive understanding of individual children's future learning, their identified next steps in learning do not consistently identify the details of what learning is to be extended or how this will be achieved. A weekly overview sheet is used to link their observations to the areas of learning and this information is analysed and discussed at weekly planning meetings, and used to inform the next weeks planning. However, this is not reflected in practice, although there are systems to record the observations being completed the weeks planned activities only reflect minimal aspects of children's individual learning. Creative organisation of the playroom enables the children to move spontaneously around and be active in making choices in most of the areas of play and learning, although access to resources in some areas of continuous provision has impact on their independent learning.

Staff have built caring and positive relationships with the children and actively support their learning by positively interacting with children at individual activities. However, organisation of group activities and the deployment and responsibilities of the staff during the session does not stimulate independent learning and has some impact on behaviour. Children use good imagination as they create interesting drawings of animals and show great pride as they complete colourful

hand print pictures. They enthusiastically participate in singing simple songs, as they pass around a bag to choose an item which identifies which song they are to sing. Photographs highlight a recent children's visit to an outdoor centre where they explored a music area, splashed in puddles and collected leaves. Children confidently use the computer as they develop their skills with the mouse as they use simple programmes. They confidently initiate interactions with adults and use language to explain the animals they are drawing and to negotiate as they pretend to move house in the role play area. Children had recently participated in a poetry competition and some are to have their poems published. They effectively sort and match small plastic animals, and spend time estimating how much pasta is needed to fill small containers. Children's assessment records include evidence of children handling and examining snakes, lizards and spiders.

Staff appropriately promote the children's health and well-being. Daily access to the outdoor area where children negotiate space as they run and chase or use large hoops to pretend to drive their car to Pakistan help children to understand the benefits of physical activity. Children are encouraged to make healthy choices about what they eat as they serve themselves to bananas and toast at a café style snack time. This is supported by an attractive display reflecting 'the smiling for life' project, which includes an array of different fruit and vegetables. Clear explanations from staff enable children to develop an understanding of safety as they move from the playroom to the outdoor area. Children behave reasonably well and staff encourage children to share and take turns at activities.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met