

# Blackberry Lane Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY300951
<b>Inspection date</b>	25/03/2009
<b>Inspector</b>	Kath Beck
<b>Setting address</b>	Edinburgh Close, Cowes, Isle of Wight, PO31 8HF
<b>Telephone number</b>	01983 298344
<b>Email</b>	
<b>Type of setting</b>	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

Blackberry Lane Pre-school opened in December 1978 and operates in a building that includes the Reception classes at Cowes Primary School in Cowes, Isle of Wight. The setting is housed in a purpose built and recently renovated nursery consisting of four rooms. Of these two are used for play and work with the children, while the others consist of a kitchen and an office. There is a secure outside play area, some of which is partially covered. The setting is open each weekday from 09.00 until 15.00 during term time. Some children attend all day while others attend separate sessions from 09.00 until 11.45 or from 12.30 until 15.00. In addition it is open for two weeks during the summer holidays and at Easter each Tuesday and Thursday from 09.00 until 15.00. A maximum number of 50 children can attend at any one time. 'Early Bird' opening times are available to parents on request and these start at 08.45.

There are currently 121 children on roll aged from two to five years. Of these, 87 receive funding for nursery education. Generally children come from the immediate locality, but some live further away. The setting admits and supports children with learning difficulties and/ or disabilities as well as children who speak English as an additional language.

There are 12 staff members who are employed to work directly with the children. Of these nine, including the managers hold appropriate early years qualifications and three staff are working towards a qualification. The setting is registered on the Early Years Register.

## Overall effectiveness of the early years provision

Blackberry Pre-school is outstanding. The exemplary partnership with parents and the school contributes significantly to children's achievements. Staff work closely with parents to gain detailed knowledge of each child and the manner in which they learn best so that their needs are met really well. Children make rapid progress across all the areas of learning. Self-evaluation is fully integrated into all aspects of the setting by the manager and staff, who involve the parents fully. Priorities for development, particularly those identified in the short term are acted on quickly to sustain high quality provision. Consequently the capacity to maintain continuous improvement is excellent. All children and families are made very welcome and are fully included in all that the setting provides.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- implementing plans to improve the outside environment

## **The leadership and management of the early years provision**

The leadership and management ensure that children enjoy high quality learning and achieve as well as they can in the setting. Links with parents, the school and other providers play a central role in this as the leaders seek continuously to maintain the best practice. Parents give the setting a clear idea of their child's interests and how they like to learn. Leaders check that these views are included in each child's play plan and that they are used very effectively by staff to plan engaging tasks that motivate children to want to learn. Self-evaluation is integrated into all aspects of the setting because all staff regularly reflect on the impact of their provision on the outcomes for children. Consequently some changes are made immediately, such as the reorganisation of resources, others may be longer term. New ideas gathered through training are analysed carefully before and after implementation to make sure they are relevant to children's needs. Parents' views are taken into account through questionnaires, a suggestion box and informal conversations. Cards and letters show that parents hold the leaders of the setting particularly in high esteem and appreciate all that the setting provides. There are long established liaison meetings with the school to share expertise and further enhance provision. Parents attend combined 'open mornings' where they can see how the school and setting enable children to acquire particular skills, for example in physical development or communications, language and literacy. Opportunities for children to visit the Reception classes and work alongside older children provide other challenges and promote continuity in learning. Resources are very high quality and many provoke children to use their problem solving and reasoning skills. Displays show the value and genuine appreciation placed on children's efforts that contribute much to the attractive environment. Children are safeguarded through robust policies and procedures that are implemented fully. The key issue from the previous inspection to make parents more aware of complaints procedures has been addressed fully.

## **The quality and standards of the early years provision**

Experienced staff, who have thorough knowledge of the curriculum for this age, draw on the information parents share about their children to provide activities that promote rapid rates of learning across the areas of the curriculum. Children are cared for exceptionally well and really enjoy being at the setting. The activities serve their wide range of interests and abilities and provoke their curiosity. Activities such as sifting a mixture of different colour sands through a variety of sieves and colanders kept children fascinated for a long time. The task promoted many skills but especially in asking questions, problem solving and reasoning. Outside children prove to be truly resourceful, for example, working together to turn empty cardboard boxes into a train, then playing out their game of 'trains'. Parents receive helpful guidance on how to work with the setting to keep their children fit. Healthy eating is promoted strongly. The school kitchen provides home cooked meals sourced from local produce for children attending all day on two days a week at present. Staff ensure children know how to move around the setting and play safely. Road safety is taught effectively through role play, roads drawn on the paved area and the use of wheeled toys. Skills learned, for example,

through collaborative play, problem solving, counting mark making, information and communication technology, phonics and story telling, give children an excellent foundation for their future economic well-being. In addition staff enable children to be independent so they make very good decisions about the activities they want to be engaged in and take responsibility for tidying them afterwards. Children take great care with their paintings that show a maturity of skill beyond that which might be expected. The setting only has access to a hard paved area for outside play. Staff make the most of this area to benefit the children but there are few opportunities to explore the natural world within the immediate vicinity. There are good plans to improve another area close by to provide this opportunity and extend children's knowledge and understanding of the world.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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](http://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.