

Brough Pre-School Nursery

Inspection report for early years provision

Unique reference number	317367
Inspection date	14/05/2009
Inspector	Karen Ling
Setting address	Brough Primary School, Church Brough, Kirkby Stephen, Cumbria, CA17 4EW
Telephone number	079892 34565 and 01768 341 718 (home)
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 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

Brough Pre-School Nursery is run by a management committee. It was first registered in 1998 and operates from a single storey prefabricated building to the rear of Brough County Primary School in Church Brough. A maximum of 18 children may attend the nursery at any one time. The nursery is open from Monday to Friday from 09.00 until 15.00 during term-time only. The nursery has use of the school outdoor play area. The setting can also take children over the age of five.

There are currently 34 children aged from two to five years on roll. Of these, 19 children receive funding for nursery education. Children attend from the immediate and extended rural and urban communities. The nursery currently supports children with learning difficulties and/or disabilities. The setting is registered by Ofsted on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

The nursery employs five staff, who all hold appropriate early years qualifications. The nursery has been awarded with a re-accreditation award with the Preschool Learning Alliance and the Kitemark Award for Excellence awarded by Cumbria Local Authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The strong leadership and good team work ensures that the provision is of a high quality and children's needs are catered for. All children are included exceptionally well because of the very effective partnerships with parents, carers and other external agencies. The new building has enhanced the provision; the plans for the outdoor area which is a work in progress, offers further exciting opportunities to enhance the curriculum.

What steps need to be taken to improve provision further?

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

- review the complaints procedure to ensure it includes the specified period for the outcome of the investigation
- ensure the record of regular risk assessment checks includes all the necessary information
- implement the tracking of children's progress; develop systems for monitoring and evaluating the effectiveness of the provision and the outcomes for children to inform continuous improvement.

The leadership and management of the early years provision

Leaders and managers have a clear vision and are effectively organised. They have embraced the Early Years Foundation Stage and reviewed planning and assessment systems accordingly. They have clear strategies in place for supporting and promoting children's learning and development. The setting's action plan accurately highlights areas for development and self-evaluation has identified the need to track children's progress more closely, appropriate systems have been introduced very recently. Monitoring of the provision is effective but has yet to evaluate more closely the impact on outcomes for children. The majority of policies and procedures are accurately maintained and underpin effective practice and the welfare of children. The complaints procedure lacks some of the required information. Daily safety checks are consistently completed; however, the record does not include all of the relevant information.

Staff have a good knowledge of safeguarding issues and have received appropriate training. Systems are in place for the vetting and recruiting of staff to ensure they are suitable to work with children. Staff work exceptionally well as a team and as a result sessions run smoothly. Much effort has been given to developing links with parents and involving them in children's care and learning. Staff are dedicated and links with external agencies and the host school are very effective. As a result individual needs are well supported.

The quality and standards of the early years provision

From the moment they arrive until it is time to go home children are effectively involved in a meaningful range of play ideas and activities. Planning sets out clear learning objectives which are known to all staff and students. Consequently adults engage exceptionally well with children during self-chosen and adult-led activities to promote language, knowledge and understanding. Staff are sensitive to each child's needs and offer a warm and stable environment. As a result children grow in confidence and self-esteem because they receive good levels of encouragement and praise for their efforts.

Topic based plans offer a wealth of interesting activities. Children have been learning about mini-beasts and this is reflected across the environment and displays. They show ongoing interest in the snails, wormery and tadpoles for example. The good range of factual information supports learning and an interest in text. Children talk with interest about the butterfly pictures they have made and the patterns on wings. The daily register time offers all children regular practise at recognising familiar words and linking sounds to letters. Many children eagerly offer answers when asked questions and are keen to count and put labels on the number line. Staff skilfully select children for tasks according to their stages of development so that all are included.

Children show developing social skills. They learn to take turns and share, for example when using equipment, or waiting patiently for drinks at snack time. They know the routines very well, such as washing hands after play and before eating

and wiping their feet after outdoor play. Regular outdoor play opportunities take place. Children happily get their coats on and attempt to fasten buttons and zips by themselves with support always close by. They enjoy rigorous exercise and practise balancing and hand to eye coordination skills on the open grassed area and adventure playground.

Children learn how to stay safe because of the natural way staff interject when necessary to explain or show the safe way to do things; such as not carrying things when walking up the climbing frame steps. Visitors to the setting enrich the curriculum and learning opportunities. For example, children responded very well in a session introducing them to Makaton and were soon using appropriate signs as they joined in with familiar nursery rhymes. They like to join the school reception children for activities and events and in return invite them back to the nursery. They have recently enjoyed a mini-beast party and received letters of thanks read out to them by staff. These rich experiences and links provide a good preparation for a smooth transition to future learning.

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?	1
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?	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