

Briary Pre-School

Inspection report for early years provision

Unique reference number	154404
Inspection date	13/05/2009
Inspector	Robina Tomes
Setting address	Greenhill Road, Herne Bay, Kent, CT6 7RS
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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 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

Briary Pre-School opened in 2001 and is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. It currently operates from a classroom in Briary Primary School in Herne Bay and serves the local areas and surrounding towns. The pre-school has access to one classroom, an office, toilets, a food preparation area and the school grounds, this includes disabled access. There are currently 62 children aged from two and a half to under five years on roll. Of these 53 children receive funding for early education. The pre-school opens five days a week in term time. Sessions are from 08:45 to 11:30 and 12:15 to 14:45. The nursery currently supports a number of children with learning difficulties and/or disabilities and is able to support children who speak English as an additional language. The nursery employs six members of staff. Of these, five hold appropriate early years qualifications and one is working towards a higher qualification. The pre-school receives support from a teacher and an area Special Educational Needs Co-ordinator from the Early Years Advisory team. They have close links with the primary school.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The welcoming and inclusive learning environment enables all children to be confident, sociable and happy and make sound progress in their learning and development. Leadership and management have clearly identified areas for development through effective self evaluation. Good relationships ensure children's welfare and development are well supported in spite of the limitations of the temporary learning environment. Positive partnerships are built between parents and the school which enable children settle quickly and ensure a successful transition to the reception class. A good capacity for continuous improvement is demonstrated through the clear self evaluation.

What steps need to be taken to improve provision further?

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

- develop an effective system of risk assessment on all areas children use to ensure they remain safe, both indoors and outside at all times
- ensure more effective opportunities to enable children to take responsibility in routine situations to develop their independence. To offer more challenging learning opportunities to extend children's thinking skills to enable them to develop more effectively as independent learners

The leadership and management of the early years provision

Leadership and management are good with a clear sense of purpose and direction. The manager together with the provider and staff effectively evaluate the setting's strengths and weaknesses and have a clear view of necessary actions to effect

improvements. Priorities include the use of a wider range of information and communication technology equipment including computers and free flow access to the outside. Staff have been involved in a range of training linked to the implementation of the new framework, including training on the welfare requirements. Despite the upheaval of being in temporary accommodation within the primary school, whilst waiting for the completion of their new building, the pre-school continues to run smoothly. Staff meet on a regular basis to discuss plans and review activities. They have a good understanding of policies, including child protection and day to day safeguarding procedures. Vetting procedures are in place. However, all risk assessments have yet to be effectively recorded and actions identified. The disruption due to the transition to new accommodation has caused some delay in the reviewing of policies. Staff are well deployed and there is good supervision of children at all times. Parents are overwhelmingly positive about the support that their children receive. They say that communication is good and appreciate being able to talk to their child's key worker. They are enthusiastic about the opportunities to participate in the story of their child's progress by sharing information of children's achievement at home. The good links with the school enable a smooth transition to reception classes. Links with the external agencies including the area Special Needs Co-ordinator ensure that children with learning difficulties and disabilities have appropriate support.

The quality and standards of the early years provision

The accommodation is clean bright and well maintained, but the limitations of having only one classroom available impacts on the type and number of activities on offer at any one time. The pre-school has access to the main school playground climbing areas including the pirate ship. However, this is some distance from the classroom, as are the toilets. The use of the playground has to be carefully planned in order to make the best use of time, available staff and resources. The staff make the best of the situation and ensure that children have quality time outside in the main playground to enable opportunities for physical play and activities. Resources like the parachute are used to good effect. The good adult-children ratios within the setting ensure that staff know children well and have a good understanding of their needs as they work towards the early learning goals. The positive relationships both between children and their key workers ensure that children are eager to attend the nursery and enjoy their time there. Staff ensure that children feel safe and secure within their setting. Circle time activities, including the use of sign language, are well led by adults. They focus and involve children and enable them to demonstrate and extend their confidence and language skills. Stimulating and interesting activities include role play, construction, modelling, number investigations and writing activities, as well as practical activities such as involving children in making their own sandwiches. Children were engaged in this activity and enjoyed making choices about their sandwich fillings. However, opportunities were missed to extend and challenge children's thinking, for instance through using open and stimulating questions. Planning ensures a balance of child initiated and adult led activities. Key workers make ongoing observations of children's learning, including recording their interests to inform planning. These observations do not yet include clear next steps. Children have positive attitudes, behave well, demonstrate good listening skills and play and

share well with each other. They confidently find their own coats when going outside and sensibly put these away on their return. Children's health is well supported through good hygiene routines and healthy and well balanced snacks. These are prepared and served by adults to the whole group of children. Children are polite and praised for their good manners, however, there are missed opportunities to extend children's independence, for instance by pouring drinks, organising and serving snacks, or to discuss and express their thoughts and ideas.

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?	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?	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?	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

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