

Birch Hill Pre-School

Inspection report for early years provision

Unique reference number EY392849
Inspection date 08/06/2009
Inspector Vanessa Ward

Setting address Birch Hill Primary School, Leppington, BRACKNELL,
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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

Birch Hill Pre-school has been open for over 20 years and moved into new premises in 2009. It now operates from a separate building within the grounds of Birch Hill Primary School, in Birch, Bracknell, Berkshire. This building consists of two large classrooms plus toilets. This is a temporary location pending the completion of a new building, also on the school site. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. The children have use of an enclosed outdoor play area and the school field. A maximum of 26 children, aged between two and four years, may attend the pre-school at any one time. There are currently 45 children on roll. The pre-school is open each weekday from 09.15 to 12.15 and on Monday and Tuesday afternoons from 12:45 to 15:00 during term-time only. It employs five staff in total, three of whom hold suitable early years qualifications.

Overall effectiveness of the early years provision

The overall provision at Birch Hill Pre-School is satisfactory. Staff are caring and the welfare of the children is suitably promoted. All children enjoy their time at the pre-school and make satisfactory progress in their learning and development. The staff ensure that all children are included and adapt resources as necessary to meet individual needs. Evidence of improvement since the last inspection indicates that the capacity for continuous improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- establish a procedure for evaluating the strengths and weaknesses of the pre-school which leads to planning and implementing action for improvement
- raise staff awareness of children's progress towards the Early Learning Goals and make sure that activities are planned to meet individual needs and provide challenge

To fully meet the specific requirements of the EYFS, the registered person must:

- carry out annual risk assessments of the new premises (Safeguarding and welfare) (also applies to the compulsory part of the Childcare Register)

31/07/2009

The leadership and management of the early years provision

In the few weeks since the pre-school moved to its current premises, the staff have worked hard and successfully to settle the children and to reassure their parents. They have adjusted their provision well to meet the advantages and

constraints presented by the new premises. They have thought carefully about how resources should be organised, now that they do not have to be packed away at the end of each session. Displays of children's work enliven the environment and help to celebrate their achievements.

Procedures for evaluating the strengths and weaknesses of the provision are informal. Although staff are keen to promote the children's learning and development, current practice does not provide the necessary means of systematic review by all staff and targeted action to bring about improvement. Parental opinion is valued but such views are not routinely included in any self-evaluation process.

The staff communicate well with parents, ensuring that the key person responsible for their child is always available. Parents speak positively about their children's enjoyment of the pre-school. The recent introduction of individual interviews with parents enables them to discuss their child's development with the key person. Parents appreciate the daily access to their child's drawer so that they can see what they have been doing and collect any written communication from the staff. Good links are in place with the onsite nursery and this helps to provide continuity for the children.

Procedures for safeguarding the children are well documented and staff undertake suitable training. Thorough checks are made regarding the suitability of staff to work with children. Although staff ensure that children are safe both inside and outdoors, they have not carried out a formal risk assessment of the new premises.

The quality and standards of the early years provision

The pre-school provides the children with a good range of activities both indoors and outside. These stimulate their interest and promote much enjoyment. Children enjoyed making collage patterns, moulding with dough and using the climbing frame and slide. These activities help them to make satisfactory progress towards the early learning goals. The staff are increasing their awareness of the learning and development requirements of the Early Years Foundation Stage and have begun to keep photographic and written records of the children's progress, linking these to the early learning goals. However, this is not part of a systematic process by which children's progress is reviewed. Not enough use is made of the information gained to plan suitably challenging activities that will meet children's individual needs.

Since the recent move of premises, there is no longer direct access to the outside areas. However, all of the children are taken outside during both morning and afternoon sessions, to either the enclosed courtyard used previously or to the school field. This ensures that they can make progress in all areas of learning both inside and out.

Relationships are good and the children are secure and confident. The afternoon sessions, which are purely for two year olds are well organised to provide a generous staff to children ratio. This ensures that the children receive good

individual attention. The staff are suitably trained in first aid, and are mindful of the children's welfare and safety. Children are helped to understand the need to wash their hands before eating and to use scissors properly. Staff provide effective support for the children when they are first admitted, and are conscientious and caring in supporting those children with specific medical or learning needs.

Children eat and drink healthily during snack times. They understand and respond positively to the pre-school routines, such as selecting their name card to bring to the table to show that they have chosen to have a snack. This helps ensure that snack time is orderly and calm, and helps the children to take responsibility. Staff take this opportunity to promote discussion successfully. Children show independence in selecting their name card on arrival and putting work to take home into their drawer. Opportunities to share, take turns and work collaboratively help them to develop skills that will be useful to them in later life. They are confident in choosing activities and expressing preferences.

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?	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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report

31/07/2009