

# East Brent Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	142930
<b>Inspection date</b>	19/06/2009
<b>Inspector</b>	Alex Baxter
<b>Setting address</b>	East Brent C of E First School, Church Road, East Brent, Highbridge, Somerset, TA9 4HZ
<b>Telephone number</b>	01278 760731
<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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

East Brent Pre-School registered in 1992. It is entered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting is a committee run group which operates from the village school hall on Fridays only between 09.00 and 12.00. The setting may provide sessional care for a maximum of 24 children at any one time. There are currently 14 children in the early years age group on roll, 12 of whom are in receipt of funding for nursery education. The setting has very good links with the host primary school and has use of the school's enclosed outside play area. There are five members of staff, four of whom hold early years qualifications. The group welcomes children with learning difficulties, certain physical disabilities and English as an additional language, but it does not have wheelchair access.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. East Brent Pre-School meets the needs of children in the early years age group and includes them well. The provision is particularly successful in ensuring a smooth transition into full time schooling. It is also very effective in developing the children's speaking and social skills. The setting has tackled the recommendations of the previous inspection well and has a good capacity for further improvement.

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

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

- develop assessment procedures further by dating observations and making sure that recent and important information about individual children is available at the setting
- strengthen self-evaluation so that areas for improvement are identified and evaluated in terms of how well they promote children's learning, development and welfare needs

## The leadership and management of the early years provision

Carefully considered management procedures are specific to the session in the school hall and school grounds and ensure that children are secure and safe. Staff are particularly diligent in ensuring that suitable equipment is used and that it is set out before the children arrive. Staff also supervise the children very carefully whenever they need to leave the school hall, for example, to visit the toilet or to use the school's well-equipped outdoor play facilities. Staff are appropriately qualified and checked for their suitability to work with children, have been trained in first aid and ensure that the children's welfare is safeguarded well.

Staff and the management committee meet regularly to discuss the setting's

provision and how well it meets pupils' needs. By these means the setting has a sound picture of aspects to improve. Leaders and managers have been particularly successful in addressing the recommendations of the previous inspection. The setting has recently introduced action plans and is compiling a self-evaluation form to more formally record their assessments. Currently, management roles are being changed and, as yet, self-evaluation is not focused to best effect on how provision actually affects children's learning and development.

There is an excellent partnership with parents and with the host primary school. Parents appreciate the warm relationships with staff and, in particular, greatly value the setting's location within the primary school facilities and the close links with the school. This is because they promote a happy transition for the children when it is time for them to transfer into full time schooling. The warm relationships between staff and parents, and with the children themselves, also promote the children's confidence during their time at the setting.

Staff have introduced 'Children's Personal Pathways' to record and assess children's progress. These booklets begin with initial information from parents about their children when they first join the setting and present a clear picture of how the setting's good provision is successful in meeting the children's needs and in developing their good progress.

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

Children really enjoy their time at the setting. They make good progress overall, but do even better in their social development and in their speaking and listening skills because of the fine relationships modelled by the staff. The staff of the setting work hard to present an interesting and suitably challenging range of activities. They are skilled in questioning the children and, by showing interest in and responding to the children's ideas, enrich their learning. As a result, children feel valued, behave well and contribute fully in all activities. For example, children share their ideas, happily exchange comments about each other's efforts, and show good creativity when making 'salami' out of play dough. Children make good progress in developing their knowledge and understanding of the world when playing with sand and progress well physically and socially when using the school's adventure play equipment. Children develop good numeracy and reasoning skills when talking about and counting coloured toy animals and trees in their 'small world' scenes.

Staff sustain the children's welfare well and ensure that children make good progress in healthy living by talking about their healthy snacks and by supervising toilet arrangements very carefully. In response, children show good understanding of hygiene when accessing their own drinks bottles. Staff are careful to involve children in putting away equipment, use 'Pink Panther' music to lift their enthusiasm and develop children's independence well. The children also show great enthusiasm when singing familiar rhyming songs such as 'Twinkle Twinkle Little Star' and ask to play 'Sleeping Bunnies' again and again. The setting has made good progress in improving assessment arrangements since the last inspection and staff now make regular observations and keep detailed records of

the children's progress. At times, recent assessments are not available at the setting to remind staff what children need to do next to learn and some are not dated, making evaluating children's progress more difficult. Even so, the personal attention children receive from caring adults and the close links with the school prepare children well for the future.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
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?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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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