

Brooksite Under 5's

Inspection report for early years provision

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| Unique reference number | 206732 |
| Inspection date | 06/07/2009 |
| Inspector | Jennifer Getty |
| Setting address | Kilbourne Road, Belper, Derbyshire, DE56 1RZ |
| Telephone number | 07989 128155 |
| 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

Brooksite Under 5's opened in 1975. It operates from a single storey building in the town of Belper, Derbyshire. The building is accessible via a small step and a ramp. There is a secure enclosed outdoor play area. The setting serves the local area and surrounding villages. The setting opens five days a week during school term only. Sessions are from 09.15 until 11.45 all week and also 12.30 until 15.00 on Monday, Tuesday, Wednesday and Friday.

The setting is registered to care for 18 children in the early years age group. There are currently 56 children aged from two years four months to four years ten months on roll, all of whom are in the Early Years Foundation Stage. This includes children who receive funding for nursery education. The provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting currently supports children with learning difficulties and/or disabilities.

The setting employs seven part-time members of staff who work with the children, five of whom hold relevant early years qualifications and one member of staff has Qualified Teacher Status. The setting receives support from Derbyshire local authority and are members of the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The staff team work effectively to provide a welcoming and inclusive setting which meets children's individual learning and care needs. This is supported through the good links formed with parents and some other settings that children attend. Processes of self-evaluation are focused on outcomes for children, bringing about improvement in key areas and identifying strengths. Children are supported in their learning and development, resulting in them making good progress towards the early learning goals.

What steps need to be taken to improve provision further?

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

- build on the planning systems for children's individual needs to provide all staff with the learning intentions of activities to enable them to further support and extend specific areas of children's learning
- ensure the risk assessment includes anything with which children come into contact.

The leadership and management of the early years provision

The processes for monitoring the effectiveness of the provision include all staff and identify the main strengths and areas for development, enabling the setting to

maintain continuous improvement. The management have a clear vision for the setting and improvements made are focused on promoting outcomes for children. This provides children with a supportive environment in which they can learn effectively. Children are well cared for and they access a range of experiences both indoors and outdoors. The setting has adapted the outdoor area which provides ample space for children to explore and investigate. Parents are kept informed of children's progress and routines through newsletters, information boards, displays of children's work and regular discussion with staff. Their views are valued and relevant information used to inform children's learning records, ensuring parents are involved in their children's learning process.

Recruitment procedures ensure staff are suitable and most are qualified and possess a wealth of experience, providing a secure environment for children. Risk assessments are completed for the setting and daily checks are completed, and although the hazards are addressed they are not all recorded in the risk assessment, such as aspects of the outdoor environment. Staff are aware of procedures for safeguarding children and policies have been updated to reflect the Early Years Foundation Stage. Records are well maintained and all policies are available to parents. Staff appraisals provide opportunities to identify their training needs and support their professional development. Those with specific responsibilities attend training, ensuring children receive good levels of support, for example, those with learning difficulties and/or disabilities. They are supported by staff who also work with other agencies to provide care tailored to the children's specific needs. The setting has developed strong links with the local schools providing smooth transitions for older children and links with other settings that children attend are developing through the testing of different strategies such as discussion and books.

The quality and standards of the early years provision

Children make consistent progress in their learning and development. They are confident and have good levels of self-esteem as they choose activities and play happily with their peers. They receive lots of praise and encouragement from staff who support them in their play, for example, they initiate some games and provide purpose to play for those children who are inside the large train as children shout 'all aboard!'. Children show care and concern for others, finding tissues for younger children. They develop an understanding about adopting healthy lifestyles as they regularly make use of the well-equipped outdoor area; climbing, balancing and throwing balls. They plant vegetables and fruit in the garden and excitedly talk about having them for snack when they find some large strawberries to pick. They understand responsible behaviour and how to keep themselves safe.

Staff plan activities that ensure that children access all areas of learning and have a broad range of experiences that support their development and reflect their interests. The environment is organised well to give children choice in their play, for example, the mark making area has a broad range of equipment such as paper, scissors, pens and stamps that allows children to express their creativity and explore their own ideas. There is a balance of adult-led and child-initiated play and children enjoy squirting paint onto butterfly shapes, pressing the wings together

and talking about the changes in patterns and colours. Staff are knowledgeable about the areas of learning and offering support to children through play, for example, they introduce colour, shape and number into discussions. Observations are carried out to assess children's stage in development and inform the next steps of learning. These are generally carried through into activities, although, there are limited systems to ensure that all staff are knowledgeable about the learning intentions of the activities in order to offer children consistent support and extension of specific learning.

Children develop an interest in reading and language, they link sounds to letters and older children are writing their names. They develop an understanding about the world around them through books, discussion and resources and enjoy visits from people in the local community. They investigate living things as they observe caterpillars transform into butterflies with support from staff who use correct language to describe the process. Overall, children are happy, settled and enjoy their time in the setting, developing warm relationships with staff.

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

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| 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

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| 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? | 2 |

Quality and standards

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| 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 |

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Annex B: the Childcare Register

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