

Bright Horizons (Walmore Hill School)

Inspection report for early years provision

Unique reference number	101733
Inspection date	07/07/2009
Inspector	Jeffery Plumb
Setting address	Walmore Hill, Minsterworth, Gloucester, Gloucestershire, GL2 8LA
Telephone number	01452 750 373
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).

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

Bright Horizons (Walmore Hill School) opened in 1997 and operates from Walmore Hill County Primary School, situated on the outskirts of the town of Westbury-on-Severn. The group have use of the school hall and associated facilities. There is an enclosed hard-standing area for outdoor play. There is disabled access to all areas used by the setting, as well as an accessible toilet. Children attend from the local village and outlying areas.

The group is open on a Monday, Tuesday and Thursday during term-time from 09.00 to 11.30. A maximum of 14 children may attend the group at any one time. The setting is on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 14 children on roll, all aged between two and five years old. The group is in receipt of education funding and at present has five funded three-year-olds and nine funded four-year-olds attending.

The group is run by a voluntary management committee and employs three members of staff. The playleader holds the CACHE Level 3 Diploma. All members of staff have attended first aid and child protection training. There is a partnership with the reception class based in the shared on-site primary school.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Bright Horizons Pre-School meets the needs of children in the Early Years Foundation Stage well. It is an inclusive setting, in the true sense of the word, including the children in decision making about how to improve their pre-school and listening to what interests them, as well as using the children's ideas to accelerate their learning. Activities are fun and challenging, but lack of access to an outdoor environment throughout the whole session constrains what can be provided for the children. The play leader and her dedicated team are reflective practitioners and demonstrate by what they have already achieved that the capacity for further improvement is good.

What steps need to be taken to improve provision further?

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

- improve the assessment folios to better record children's progress over time
- ensure that children can access the outdoor area when they choose to do so to enhance their learning further

The leadership and management of the early years provision

Effective management systems and policies are in place to ensure that children are safe and secure. Child protection procedures meet government regulations and all

staff are vetted for their suitability for working with children. Risk assessments are thorough and detailed. For example, all outings are meticulously risk assessed, such as visits to the forest. Children are trained to alert staff immediately if they find any broken equipment. Fire drills take place regularly and all staff are appropriately trained in first aid.

The play leader and her dedicated staff team are reflective practitioners. They have all been involved in working through the Ofsted self-evaluation document. This has focused their thinking and has led to changes which have benefited the children. For example, it has led to improved consultation with the children about how their learning environment should be organised so that the children have a greater ownership of their pre-school. Children are involved in decision making about what equipment to purchase to improve their learning environment.

Parents are thrilled with what this setting achieves for their children. A good start has been made with developing transitional records for parents of children about to start school and the play leader plans to meet with each of these parents on a one to one basis. Parents value the open door policy and chat in a relaxed way with staff when they drop their children off in the morning. Wow sheets are used to exchange magical moments in children's lives both at home and in the pre-school. During induction parents are encouraged, using a registration form, to share with staff the interests and concerns that their children have. Staff use this information well to plan to accelerate children's learning. The partnership with the reception teachers in the on-site primary school is good and benefits the children's development as they join with the reception children for a range of activities. For example, the rising fives go into the reception class for taster sessions and there has been recent joined up work on a nature project.

The quality and standards of the early years provision

Children buzz with enthusiasm to engage with the exciting activities set out for them on arrival at the setting. They gravitate at the table with play dough and chat confidently with each other using good descriptive language as they make a kangaroo, then a fish and then a sausage. They talk about the sausage being big, the fish being heavy and the kangaroo having a long tail. Registration is used to develop children's counting skills well as they are in turn asked to count the number of children present. Then their language is developed. A boy dips into his bag and pulls out a favourite toy he has brought with him. Skilful questioning by his key worker develops his language well. Then, taking turns, each child talks about what they have brought from home. At the end of the registration session they are told that they can make a choice about what they want to do during the morning and before they move to a range of interesting activities they independently and quietly tidy away the toys they brought with them.

Children make good progress in all the areas of learning and achieve well. Adults are adept at running with children's interests and this successfully accelerates their learning. The home corner laid out as a travel agent shop with a telephone and note pads by the end of the morning becomes a pirate ship. Children learn about the importance of safety when playing in a boat dressed as pirates. They develop

good mathematical and language skills through an exciting role play activity. An adult-led activity focussing on making models of trees to show seasonal changes is, in the right way, changed in direction by the children who are more interested in what they see their daddies do as they chop trees to make logs for firewood. Children make rapid gains in their knowledge and understanding of the world because staff respond positively to their interests. Flexible planning and responding to children's interests on the spur of the moment lies at the heart of this successful setting. Children are lively, enjoy learning and giggle a lot. One child presents the drawing of himself. Seeing his arms coming out of his head he giggles as he recognizes they are in the wrong place. Asked where his nose is, he says confidently and assertively, 'I do not want to draw a nose'.

Assessment is used immediately to plan to enhance children's learning. Noticing that boys were not particularly interested in mark making indoors they were provided with large brushes and a bucket of water outdoors. They soon began to make large water marks on the fence using the brushes. This then progressed to them picking up crayons and pencils and making marks on paper indoors. A good start has been made in building up folios of evidence of children's progress over time and the play leader plans to develop these folios into detailed learning journeys for each child. Staff tune in carefully to what parents say about their children to further develop their learning. For example, a parent says that 'My child was excited to receive a postcard from her grandpa who was away on holiday'. She was encouraged to let her child bring the postcard in with her. A project on postcards involving all the children developed and they learnt about why they need to go to a post office and purchase a stamp. By the time they start school most children write their names independently, forming the letters in their names with a reasonable degree of accuracy, and most can count to ten and beyond. Their independence skills are good. For example, they can put their socks and shoes on by themselves.

The provision for children's welfare is good. Hygiene habits are well established. After covering his hands in glue, a boy goes off to the toilet area to wash and dry his hands. Children enjoy preparing and eating healthy snacks and with enthusiasm use the outdoor area for skipping and riding trikes. However, currently children can only access the outdoor area at a certain time each morning because it is shared with the on-site school, but there is a plan to develop their own outdoor area, which children can choose to access whenever they want to. Older children enjoy looking out for and taking care of younger children. They are involved in fundraising to purchase equipment and in decision making as they search through catalogues with their key workers to help choose which piece of climbing equipment they want to purchase. Children enjoy celebrating festivals from around the world and this develops their awareness of cultural diversity. They leave this setting confident to start school.

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?	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
--	-----