

# Bratton Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	145857
<b>Inspection date</b>	12/11/2009
<b>Inspector</b>	Catherine Louise Sample

<b>Setting address</b>	The Church Institute, Tynings Lane, Bratton, Westbury, Wiltshire, BA13 4RR
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<b>Type of setting</b>	Childcare on non-domestic premises
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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Bratton Pre-School opened in 1976. It operates from a room in The Church Institute in Bratton, Wiltshire. There is an enclosed outdoor play area. The pre-school is open during term time from 9am to 3pm on Mondays and Fridays, and from 9am to 12 noon on Tuesdays and Thursdays. There is also a lunch club between 12 noon and 1pm on Tuesdays and Thursdays. A breakfast club, which opens from 8am each weekday, is available according to demand. Children come from a wide catchment area including Bratton, Edington and the town of Westbury.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for a total of 24 children between two and eight years old at any one time. There are currently 30 children in the early years age group on roll. Of these, 16 children receive funding for early education. The pre-school supports children with special educational needs and/or disabilities.

The pre-school employs six members of staff, of whom five hold appropriate early years qualifications. The pre-school has attained Pre-School Learning Alliance (PSLA) accreditation.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are making good progress in all areas due to the skilled and experienced staff who are able to recognise and meet each child's unique needs. Staff work in partnership with parents, other agencies and some other local providers to ensure continuity in children's care. They take positive steps to ensure that all children are included and not disadvantaged in any way. They monitor and evaluate their practice and are committed to improving outcomes for children.

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

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

- continue to develop the range of activities and resources available to provide children with rich and diverse learning and development opportunities in the outdoor environment
- continue to develop systems to maintain a regular two-way flow of information with other providers

## **The effectiveness of leadership and management of the early years provision**

Children benefit from having well-qualified and suitable staff who work well as a team. The majority of staff have early years qualifications and one is currently completing a relevant degree. They regularly attend training and workshops to ensure their skills are up-to-date. All staff have been vetted and Ofsted is informed of any significant changes to staffing or the committee. All necessary records are kept, and parents and staff are made aware of the appropriate policies and procedures. The premises are organised effectively to give children plenty of play space and easy access to a varied range of resources, which are now stored in low cupboards so that all ages can help themselves. The large outdoor area is available to children throughout the session as an additional learning environment, although at present they cannot use it for activities such as digging or gardening which would further enhance their learning and play. There are good links between the management committee and staff which ensures shared aims and objectives. Staff and parental feedback are used to evaluate the success of the provision and an action plan targets areas for further development.

Children benefit from a close working relationship between the parents and staff. Relevant information about each child's needs is collected at their induction and through ongoing discussion, and parents are kept well informed about the provision via informative newsletters and the parent notice board. Effective measures are in place to liaise with parents and other agencies where children have special educational needs and/or disabilities. Staff have developed close links with the local school and some other local providers. However, they are still considering ways in which to forge partnerships with others in order to share information about children who attend more than one setting. Positive steps are taken to ensure that all children can play a full role in the setting by finding out about and acknowledging their social and cultural background. Children have enjoyed learning first hand about the lives of other children attending the pre-school, such as travellers.

## **The quality and standards of the early years provision and outcomes for children**

Children are confident and self-assured and relish taking part in activities such as helping to prepare snacks. They have many independent skills and help one another where necessary. They are well behaved and understand the need to share. They use "whose turn is it next?" cards as a visual aid to help them take turns and they remind others that it is not nice to hurt people. Children play a full role in the local community by helping to run stalls at local fêtes and by inviting the lollipop lady to the group to discuss road safety. They have also taken part in fundraising events such as Children in Need. They are learning about the local environment as they go out to the nearby orchard and visit the village shop.

Children confidently use the computer and have excellent opportunities to explore defunct electrical equipment, such as remote controls and mobile phones, using

proper tools. They are learning to solve problems as they work out how many bowls are needed at snack time and whether they have enough pieces of fruit. They talk about what they are doing, such as making a rocket, and chat with adults and their peers. They are developing an awareness of differences and the wider society as they use resources, including puzzles and books, that show positive images of children from different cultures and with different skin colours.

Staff make ongoing observations of children's progress and record these along with photographs and examples of children's work. These are used effectively to identify the next steps that each child needs to take and this informs weekly planning. Planning also takes account of children's current interests and its emphasis has changed to allow children more opportunities to initiate play. Staff are skilled at using open-ended questions to help children think for themselves and encourage them to develop independent skills such as getting ready to go into the garden.

Children are learning about good hygiene practice as they discuss why they need to wash their hands before preparing food for snack time. They have nutritious snacks of fruit and crackers and do activities to help them identify which foods are healthy and which are not. They are developing an excellent awareness of how to stay safe. They take part in setting safety rules for the outdoor play area and risk assessing outings. They have had visits from a fire officer, a police officer and the lollipop lady which have helped them to develop an awareness of personal safety and issues such as 'stranger danger'. Staff regularly remind children about safety issues, such as not waving scissors around, and children talk about the play food being too hot to touch.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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