

Berry Brow Pre-School Playgroup

Inspection report for early years provision

Unique reference number311295Inspection date11/11/2009InspectorAnne Bennett

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Type of setting Childcare on non-domestic premises

Inspection Report: Berry Brow Pre-School Playgroup, 11/11/2009

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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*.

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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.

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Description of the setting

Berry Brow Pre-School Playgroup is a voluntary, committee run setting which has been registered since 1993. It serves the local communities of Newsome and Berry Brow within the town of Huddersfield. The playgroup operates from a hall in a Methodist church during term time only and provides care on each weekday from 8.45am until 11.45am, and on Monday, Tuesday, Thursday and Friday afternoons between 12.15pm and 3.15pm. The setting operates a lunch club each weekday from 11.45am until 12.15pm.

The setting is registered on the Early Years Register and both parts of the Childcare Register to provide care for a maximum of 24 children. There are currently 32 children on roll in the early years age group who attend for a variety of sessions. The setting is in receipt of nursery education funding for three and four year olds. There are four permanent staff working with the children, three of whom have, or are working towards, early years qualifications. The setting supports children with special educational needs and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make steady progress towards the early learning goals given their starting points and capabilities. The setting has introduced individualised planning based on children's interests, and supports children with special educational needs effectively. However, current planning systems do not take into account all children's individual learning styles and preferences, such as those that learn through physical play. Current systems for monitoring staff suitability are insufficient as they fail to include a record of Criminal Records Bureau (CRB) disclosures carried out for all members of staff. The setting works in partnership with parents, carers and others well, and displays a positive attitude to the interventions offered by external support services. The recommendations raised at the last inspection have been appropriately addressed and systems for reflecting on practice in order to improve outcomes for children are developing.

What steps need to be taken to improve provision further?

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

 ensure a record including the unique reference numbers of CRB disclosures and the date they were obtained is kept to demonstrate suitability of staff. 27/11/2009

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

- further extend provision for physical development and ensure consistent coverage of the six areas of learning during outdoor play
- further develop planning, observation and assessment systems to consistently use next steps to plan activities that are tailored to the needs and abilities of individuals
- further extend self-evaluation processes to ensure that staff are actively involved, including monitoring the impact of targeted improvements on outcomes for children
- ensure that all practitioners have a clear understanding of their roles and responsibilities in relation to the management of risk in the outdoor area to ensure that children are able to take risks within safe boundaries and are taught to be safety conscious.

The effectiveness of leadership and management of the early years provision

Staff display a secure understanding of issues and procedures in relation to child protection including their roles and responsibilities. Visitors to the setting are routinely asked to sign in and out using the visitors' book, and prompts on display remind parents, staff and visitors to the setting to ensure that doors and gates are securely closed. In general records, policies and procedures are well maintained and reviewed on an annual basis. Child protection responsibilities are delegated effectively, however, the setting fails to ensure that a record of all CRB disclosures is maintained in order to demonstrate the suitability of staff. This is a breach of requirement.

The setting has established effective partnership arrangements with parents, carers, external organisations and other early years providers. Parents and carers receive good quality information about their child's care, learning and development, and have open access to records, policies and procedures. They value the friendly and supportive approach of the consistent staff team and find the newsletters they receive useful and informative.

A record of risk assessment is in place for the premises, outdoor area and outings, including any action taken following an incident or review. Staff are aware of potential risks, responding promptly and supervising children well within the setting. However, risks in the outdoor area are not effectively managed in order to create safe boundaries for children and ensure that they are taught to be safety conscious.

Self-evaluation processes are developing, the setting is motivated to seek improvement and has an appropriate understanding of its strengths and weaknesses. The views and opinions of parents and children are gathered through the use of questionnaires, however, although staff take part in annual appraisals, they are not all actively involved reflecting on practice as a team.

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

Children are settled and confident to explore the learning environment, supported by genuine staff responses. They access an appropriate range of activities and experiences, stored at low levels in clearly labelled storage containers to aid self-selection. The setting utilises equipment from external sources in order to supplement existing activities and experiences. Staff make some provision for children to develop early reading, writing and number in meaningful contexts, such as through role play. Current planning systems are based on children's observed interests and have recently been developed in conjunction with a local children's centre teacher. These systems work on a rotation basis, focusing on the interests of one or several children at once. At present this does not extend to provision for individual learning styles, such as planning for children who learn through physical play.

Well-maintained records are updated by each child's key person and used effectively to record children's starting points and track their progress towards the early learning goals. Next steps in learning and development are identified as part of long observations, which are conducted by staff on a termly basis. However, this process does not currently form an integral part of ongoing planning, observation and assessment systems in order to consistently plan and provide activities that are tailored to the needs and abilities of individuals.

Staff support children to identify and mix different colours as they print using their hands and sponge shapes. Additional resources are provided to extend and support learning, and children are given the time and space to pursue their interests. Key mathematical vocabulary is effectively introduced into activities, as children explore the properties of play dough using various cutting and rolling equipment. The setting is committed to early intervention and support for special educational needs and disabilities and effectively links with external agencies, parents and carers to provide individualised support and establish clear transition arrangements.

As part of planned activities based on aeroplanes and dinosaurs, children enjoy dressing up in capes and pretending to fly around the room holding the planes they have made out of construction bricks. Staff enthusiastically join in children's role play activities and offer lots of praise and encouragement as children proudly show them what they have been doing. Children sit with staff, looking at photographs and pictures and talking about past experiences and activities. They talk about different letters and sounds as they are supported by staff to write their own names on the back of their picture. Children enjoy exploring the properties of cornflour and water, lifting their hands into the air and becoming fully engaged in covering their hands and arms. Staff routinely remind children to say please and thank you and provide patient explanations as they role model sharing and taking turns with popular resources. Children confidently initiate activities and enjoy carefully looking through a magnifying glass to compare and contrast different physical features, sensitively supported by staff.

Children are provided with lots of opportunities to engage in open conversations with members of staff and each other. Independence is actively encouraged as children self-register, select and count food at snack time and wash their hands with support when required. Children take part in fire drills every half term in order to develop their awareness of danger and how to stay safe in the event of a fire. They are routinely reminded about safety by staff and take part in discussions about road safety and stranger danger. However, current systems for monitoring staff suitability and staff understanding of their roles and responsibilities in relation to the management of risk in the outdoor area, impact on children's ability to feel safe and take risks within safe boundaries.

Staff work in partnership with parents to ensure that children bring healthy and nutritious packed lunches to the daily lunch club. Posters displayed around the setting remind children about healthy habits, and they routinely access outdoor play opportunities on a daily basis. Planning for physical development is not currently given the same emphasis as other areas of learning and the setting has identified the provision for outdoor play as a priority for improvement.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous	3
improvement	

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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 3

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation	3
Stage	
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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:

Met

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

Met