

# Brookside Community Pre-School

Inspection report for early years provision

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| <b>Unique reference number</b> | 208175  |
| <b>Inspection date</b>         | 11/11/2009  |
| <b>Inspector</b>               | Shirley Amanda Wilkes   |
| <b>Setting address</b>         | Brookside Community Centre, Bembridge, Brookside,<br>Telford, Shropshire, TF3 1NE |
| <b>Telephone number</b>        | 07786 924097  |
| <b>Email</b>                   |   |
| <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.

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## **Description of the setting**

Brookside Community Pre-School opened in 1998. It operates from two rented rooms within Brookside Community Centre. The setting is located in Brookside, which is a suburb of Telford, and it serves the local area. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

A maximum of 24 children may attend the group at any one time. There are currently 21 children from two to under five years on roll. The group is open each weekday from 9.15am to 12.45pm during term time only. Children attend for a variety of sessions.

The setting employs four staff who hold appropriate early years qualifications. In addition to paid staff, volunteers are welcomed into the group. The setting receives support from the local authority.

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

Overall the quality of the provision is good.

Children make good progress in their learning and development and enjoy their time at pre-school. Staff know their key children well and make sure their needs are met through a balance of well planned activities and child initiated play. The provision is responsive to the needs of its users and is beginning to develop systems to monitor the effectiveness of the provision in order to plan for future improvements.

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

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

- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for the individual child
- review cleaning procedures to ensure that equipment is cleaned on a regular basis
- develop further the self-evaluation process taking into account the views of parents, children and the management committee.

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

Children are well safeguarded. Systems such as rigorous recruitment and vetting procedures contribute to children being protected and cared for by staff with a secure knowledge and understanding of child development. Children are further safeguarded as most staff are knowledgeable regarding child protection issues. Children's safety is promoted at all times. Effective risk assessments are made and

implemented. For example, daily checks are made at the start of the day to ensure the environment poses no risk to children. They take part in regular fire evacuation practices, which ensures they develop an understanding of the action they should take in an emergency situation. The manager has begun to put systems in place to monitor and assess the provision for further improvement, however the management committee, parents and children have not been involved in this process. Recommendations made at the last inspection have in the main been addressed.

Policies, procedures and records are in place and accurate children's details maintained meaning children's welfare and health are protected. These also support a safe and efficient management of the setting. Most staff have first aid qualifications and can help a child in an emergency situation. All areas of the pre-school are fully accessible, and all children are able to make choices in their play, selecting from a broad range of good quality resources both inside and out that support children's learning. However, some of the resources are not adequately cleaned, for example some table tops are grubby and uninviting. The setting is wholly inclusive and all children and parents are valued and included in the setting and staff are aware of children's individual needs. Staff have a sound knowledge of where to seek advice and support for children who have additional needs. They are committed to working in partnership with other professionals to ensure outcomes are improved for all children.

Parents are welcomed into the setting and can share some time with their children. Information is available in the reception area and staff and the manager have time for parents. Verbal exchange at the end of a session is given. There are no children currently attending other settings delivering the Early Years Foundation Stage. The setting is aware of the need for this to be established should the need arise in order to ensure all children are provided with consistency in their learning and development.

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

Children are happy and settled. They behave well and are developing positive attitudes and an understanding of the needs and feelings of others. They focus well on their chosen activities and are developing good independence. Children communicate with confidence. They talk freely and enjoy re-calling past experiences. Children's personal, emotional and social development is well supported as children are developing good relationships and get on well with peers and adults. They are polite with both each other and staff throughout the inspection, displaying good manners, such as saying 'please' and 'thank you' when being offered snacks. A good range of activities are provided for children and this enables them to make good progress across the areas of learning and development. However, children's assessment records are not used effectively to inform planning, for the individual child.

Children show confidence and a feeling of being safe as they move freely between their chosen activities. Children use their imagination well and express their ideas

in a variety of ways, for example, using chairs to make beds for themselves and their dolls. They enjoy playing at travelling on the bus issuing tickets and talking about where they are going. There are opportunities for children to be creative as they participate in activities such as painting and sticking. They have many opportunities to mark make for a purpose indoors and outside and are learning the names and sounds of alphabet letters for example when finding the day and the month for the calendar. The children have many opportunities to recognise their names such as, during self registration and when placing name cards on snack table. Numbers are displayed and children count how many children at circle time and helper of the day then finds the correct number to place the star on the number line. Children enjoy circle time completing the weather board singing and listening to stories and take great pride in being chosen as helper of the day. Children are encouraged to help tidy away at the end of the session with children coming together to decide which jobs they want to do and placing their name cards on the picture line and choosing a friend to help them.

Children feel safe in the pre-school. Staff sensitively reinforce the rules to keep children safe. They remind children about safety as they use the wheeled toys outdoors. Children are aware of their own personal space and are skilled at avoiding collision and follow instructions given by other children holding the colours for stop, go and go slowly. The out door play area freely available throughout the session. It is very well resourced enabling the children to access a large variety of equipment such as climbing frames, soft play and sand and water trays also a large selection of resources that would normally be found indoors, for example, books, mark making equipment and small world toys.

Children are developing a good attitude to healthy lifestyles. They enjoy a healthy snack served café style enabling them to eat when hungry, and have independent access to their own drinks at all times. Children place name cards on the table to reserve their place, then go to wash their hands. Children also wash and dry their plates and cups after use in the bowl provided developing their independence, staff do then rewash to ensure good hygiene procedures are maintained.

## 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

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| <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

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|--|---|
| <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 | 3 |
| The effectiveness of partnerships  | 3 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

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

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|--|---|
| 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

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| <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                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| 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

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