

Brixworth Centre Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

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*.

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Description of the setting

Brixworth Centre Pre-School opened in 1984 and operates from The Centre, which was formerly a school, in the village of Brixworth Northamptonshire. Activities are organised in a large playroom and in a safely enclosed outdoor play area. Entrance to the building is at ground level. The pre-school is open Monday to Friday, term-time only, from 09.30am to 12.15pm.

The setting is registered on the Early Years Register. A maximum of 26 children in the early years age group, aged two years and over, may attend at any one time. There are currently 28 children on roll. Children attend from the village and surrounding areas.

A team of eight staff, including two managers, care for the children and five are always present at any one time. Of these, six hold early years qualifications. In addition, a qualified 'bank' staff member is available for times of staff absences. The group holds Pre-School Learning Alliance membership.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The staff team create a stimulating, vibrant and welcoming environment where children's interest and natural curiosity to learn is consistently encouraged. They meet children's individual developmental needs extremely well and promote children's welfare comprehensively. The individual needs of each child are continually met and excellent relationships have been formed between children, staff and parents. Staff ensure that all children are valued and included and information obtained from parents helps them to identify and address children's differences. Planning for improvement, including the process of self-evaluation, is fully effective.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending the current systems for ensuring coherenence of learning between the pre-school and other early years providers.

The effectiveness of leadership and management of the early years provision

Superior systems are in place to ensure that children's welfare is comprehensively protected. They are cared for in a safe and welcoming environment. Staff are pro-active in protecting children's welfare as they are fully aware of their role with regard to safeguarding children. The written safeguarding policy is thorough and

systems ensure that it is known by staff and parents. Risk assessments for the premises, resources, activities and outings are comprehensive and are continually reviewed. Procedures for recruitment, selection, induction and appraisal are robust. The provider and managers make sure that every staff member's suitability has been thoroughly checked before they have unsupervised access to children. Systems for monitoring and self-assessment are excellent. The Ofsted self-evaluation form has been completed thoroughly and clear plans for improvement are identified. At the time of the last inspection there were four recommendations raised and outcomes for children are met because all have been addressed well.

Children's learning and welfare is continually reviewed so that excellent standards are maintained. Recent improvements to the outdoor area mean that children now enjoy play activities equally in the playroom and outside, and are able to do so throughout the year. Measures to ensure ongoing improvement include acting on advice given by local support workers. Practitioners within the setting have an excellent understanding of the Early Years Foundation Stage (EYFS) and demonstrate a strong commitment to developing their knowledge and skills through ongoing training. Staff to child ratios and the percentage of qualified staff exceed requirements.

The partnership with parents is outstanding. Parents are extremely well informed about their child's achievements and progress and they are encouraged to be involved in supporting their learning and development at home. In addition to a planned introduction to the nursery for each child, parents are also offered home visits. Valuable information for parents is displayed in the reception area and includes detail on the EYFS and a folder containing comprehensive policies and procedures which successfully reflect the ethos of the setting. Parents are asked for suggestions on the service provided. A questionnaire includes a request for their views on information provided, if the home visit was beneficial, if they feel welcome and included and their meetings with their child's key worker. When the child is due to leave parents are asked questions that include if they felt involved in their child's pre-school journey and if there any way that staff could have improved their child's pre-school experience. The feedback from parents is used to inform planning. Parents respond very positively to the inspector when asked for views on the service provided. None can think of anything that they would want to change and all feel that they are made very well aware of their child's achievements. Effective links with other providers and childcare services are established. Key workers share detail on children's care issues with childminders who collect children, however, systems for ensuring coherence of learning are not yet fully effective.

Strong systems are in place to ensure that effective inclusive care is provided for every child. Staff have a good knowledge of each child's backgrounds and needs and children are encouraged to recognise their own unique qualities and characteristics they share with others. The setting's policies and procedures are effective and inclusive for those children who attend. Toys and play equipment reflect diversity and effectively meet the developmental needs of the children who attend. Children's good health and well-being is promoted extremely well and necessary steps are taken to prevent the spread of infection. Staff teach children about keeping safe and healthy. Menus for snack are displayed and include very

healthy 'finger' food, for example, fruit and cheese. Staff are aware of their responsibilities under food hygiene legislation and food hygiene procedures.

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

Children are provided with excellent opportunities to ensure that they make progress across all areas of learning and development. They are enthusiastic and eager to be involved. Planning is flexible, responding to children's individual interests and needs, and staff effectively evaluate children's different stages of development in order to plan for them as individuals. Parents are fully involved. They are continually informed of their child's progress and they share information on achievements at home so that staff can include what parents have told them in the child's planning. Resources are plentiful, safe, clean and encourage children's natural curiosity as learners. They enjoy activities equally in the playroom and the outside play area.

Children are confident, active learners and personal, social and emotional development is particularly strong. They are happy and settled and their self-esteem is fostered successfully as staff continually praise achievements and positive behaviour. Children's creativity is given a very high priority. They enjoy a range of activities that promote the development of their senses. For example, they are dressing teddy bears, that have been cut out from furry material, for a cold day. Children select from a range of collage materials and talk about the different textures and which will keep teddy warm. A staff member plays a lotto listening game with a group of children and they talk confidently about what they can hear. They look at the pictures of animals and discuss the different sounds that the animals make. They talk about the possibility of the quieter sounds coming from the smaller animals. One child is keener to listen than talk and he says to the staff member and other children as they all begin to excitedly talk at the same time, "excuse me, I can't hear the sounds!". Children repeat situations familiar to them in the role play area and use their imagination as they use the wooden climbing frame and slide. Older boys borrow the protective goggles from the 'work shop' and use them as they pretend to be a super-hero.

Children use mathematical language as they talk with their friends and staff. A child identifies how many girls there are with the same name and a child pouring sand from a large container to a small container knows that there will be "too much". At snack time children identify how many pieces of cheese and apple they want to eat. Children choose from an excellent range of graphics resources that include a variety of writing materials, name cards for them to find and copy their name if they choose to do so, scissors, glue sticks and greeting cards. A child looks at the words in a greeting card and finds some letters from her name. She asks a staff member to read the card.

A child carefully and skilfully colours in a picture, proudly shows it to a staff member. He says, "I've made my letter" and he's written the first two letters of his name. The staff member asks if he would like to write any more letters and he confidently says 'no'. A cosy book corner is well used by the children.

Children are encouraged to feel part of their village community and the pre-school has strong links with the primary school. Walks around the village and visits to the library, shop and coffee shop are regularly organised. Children use an excellent variety of programmable resources, such as digital cameras, cash registers, calculators and torches. A recent addition is a lap top computer and children are learning to complete a simple program and use the printer. Opportunities to explore and investigate are given a very high priority. Children explore for 'mini beasts' in a community garden that surrounds their outdoor play area, they help to make the play dough, and they plant and grow flowers and vegetables. Children are learning how to keep themselves healthy and safe. They are active and are encouraged to understand the benefits and effects of exercise on their bodies.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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