

# Bramble Bears

Inspection report for early years provision

---

**Unique reference number** 253964  
**Inspection date** 24/11/2009  
**Inspector** Gill Thornton

**Setting address** Ashwellthorpe Village Hall, The Street, ASHWELLTHORPE,  
Norfolk, NR16 1AA

**Telephone number** 07751323991

**Email**

**Type of setting** Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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).

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

Bramble Bears pre-school is managed by a voluntary management committee, made up of parents of children at the pre-school and members of the local community. It opened over 25 years ago and operates from the village hall in Ashwellthorpe. The children use the main hall and a side annex and there is an enclosed courtyard for outdoor play.

A maximum of 24 children may attend the pre-school at any one time. It is open during term time only on Mondays, Tuesdays and Thursdays from 9.45am to 12.15pm. During the summer term it is also open on Friday mornings from 9.45am to 1.00pm for those children starting school in September.

There are currently 10 children aged from two to under five years on roll. The setting is in receipt of funding for nursery education.

There are three members of staff. Two of the staff hold early years qualifications to Level 3 and one member of staff is working towards a qualification. The pre-school receives support from the local authority and is a member of the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, children's individuality is recognised and nurtured in this small village pre-school where staff have a sound knowledge of children's individual backgrounds, needs, interests and abilities. This leads to continuity of care and learning enabling all children to make satisfactory progress in their learning and development. Systems of monitoring and evaluating the provision are not fully established to effectively identify priorities for improvement, such as that two of the three members of staff's first aid training has expired. Children benefit from high adult to child ratios and are generally provided with an appropriate range of play experiences to provide them with challenge and enjoyment.

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

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

- ensure at least one person with a current paediatric first aid certificate is on the premises at all times when children are present. There must also be at least one person on outings who has a current paediatric first aid certificate. (Safeguarding and promoting children's welfare)

30/11/2009

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

- improve the educational programme by reviewing the use of toys and resources to provide children with a wider choice of activities and learning experiences within the everyday provision
- improve self-evaluation to involve all staff in identifying priorities for development that will improve the quality of provision for all children
- extend opportunities for children to develop their skills in information and communication technology within their everyday play.

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

Staff have a sound knowledge and understanding of their legal responsibilities regarding child protection issues and their practice is underpinned by an effective safeguarding policy. Successful partnerships with parents and the sharing of relevant information helps to safeguard children's welfare. Robust appointment procedures are followed to ensure staff are suitable to work with children. One member of staff holds a current paediatric first aid certificate, however, she is not always present at each session, which could potentially compromise children's health and wellbeing. This is a specific legal requirement of the Early Years Foundation Stage (EYFS) that at least one person with a current paediatric first aid certificate is on the premises when children are present. The group have taken immediate action to remedy this omission by changing staff rotas and sourcing a first aid course for another member of staff. Staff supervise children closely to ensure their safety, especially at times of departure and arrival. Thorough risk assessments are carried out to ensure hazards to children are minimised to promote their safety in the indoor and outdoor environment and while on outings.

The committee and staff team work well together to drive improvement. They have recently reviewed the operational policies and procedures and updated the welcome brochure to provide parents with detailed information about the running of the provision and the EYFS curriculum. Staff work successfully with parents and other professionals to ensure all children receive the support they need to make satisfactory progress in their learning and development. Good systems are in place to support children's transitions into school and the provision is establishing links with other providers delivering the EYFS. The setting seeks the views of parents to inform decisions about the provision and actively seeks to involve parents in their children's learning. Parents praise how happy and secure their children are in the small friendly group. They willingly volunteer to help on the parent rota which provides further opportunities for them to discuss their children's progress and share their learning stories. Children benefit from the friendly exchange of information between staff and parents on arrival and collection which ensures their changing needs are met and provides continuity of care.

Toys and resources are generally of good quality and suitable for the children attending. The group are accessing funding to improve the range of equipment and storage facilities available. However, activities and learning experiences within the continuous provision do not always make best use of the available toys and

equipment and children can only choose from those put out by staff each day. As a result opportunities for children to make independent choices in their play are not fully exploited. For example, painting activities are often only provided once a week and opportunities for children to find out about and operate everyday technology are not planned for regularly.

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

Children are happy and well settled and high adult to child ratios ensure they receive good levels of support and encouragement in their play and learning. Planning is firmly based on observations of children's individual interests and skills, and staff make sound use of the Practice Guidance for the Early Years Foundation Stage to identify children's next steps in learning and development. As a result most adult-led activities provide children with good levels of challenge and enjoyment. Staff interact well with children during their play, adapting their questioning skills dependent upon children's interests and abilities. The routines of the session are rather adult-led and child-accessible storage facilities are limited, as a result children's opportunities to engage in self-chosen pursuits are not fully promoted within everyday play experiences.

Children enjoy sharing their 'learning stories' with staff and discussing their artwork and photographs of previous activities while adding new pieces of work. These are shared with parents, along with home books in which parents record events in children's lives to promote progression and continuity of learning. Children's problem solving, reasoning and numeracy skills are particularly well promoted by staff during planned and spontaneous learning opportunities, such as while playing shops with the fruit from a matching and sorting game. More able children are provided with good levels of challenge to stretch them without pushing them beyond their capabilities.

Children are beginning to show an understanding about healthy lifestyles and follow appropriate personal hygiene routines while staff remind them of the importance of washing away the germs before having their snack. Children generally engage in an appropriate range of physical play activities both indoors and out, although during the winter months opportunities for outdoor play are usually limited to short periods of time at the end of the session. Children enjoy space in the hall to be physically active while moving in time to music. They use their whole bodies while enthusiastically waving streamers and making patterns in the air. Staff use this as a useful opportunity to encourage children to consider safety issues and the possible consequences of their actions.

Children have opportunities to learn appreciate their own cultures and those of others, while sharing information about their families. They display a strong sense of belonging and security within the setting. They show good levels of confidence and self-esteem and build strong relationships with their peers and adults. Staff gently remind children of the rules of behaviour and encourage them to show care and concern for each other. Children willingly help tidy up and respond well to staff's consistent use of praise and encouragement. Overall children make sound

progress in their learning and development given their starting points and capabilities.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2
The effectiveness of safeguarding	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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](http://www.ofsted.gov.uk)



