

# Briston Community Nursery School Ltd

Inspection report for early years provision

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**Unique reference number**

EY317355

**Inspection date**

06/10/2009

**Inspector**

Melanie Calway

**Setting address**

The Copeman Centre, Hall Street, Briston, Melton  
Constable, Norfolk, NR24 2LG

**Telephone number**

01263 861356

**Email**

**Type of setting**

Childcare on non-domestic premises

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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)  
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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**

Briston Community Nursery School Ltd is well established and re-registered in 2006 after a change of management. The setting operates from two rooms at the Copeman Centre in the village of Briston, in Norfolk. Children have access to an enclosed outdoor play areas. The setting is open each weekday from 8.00am until 6.00pm for 48 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 66 children may attend the nursery school at any one time. There are currently 72 children under five years on roll. The nursery has a number of children with special educational needs and/or disabilities and supports some children who speak English as an additional language.

There are 13 members of staff, eight of whom hold appropriate early years qualifications. The setting provides funded early education for three and four-year-olds and is supported by the local authority.

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

Overall the quality of the provision is good.

Children's individual needs are well met as they are provided with a good range of stimulating activities. Resources and activities are easily accessible and children make choices in their play and learning and as a result are confident and motivated. The outdoor area is particularly well used with children spending a good proportion of their time outside. Key persons make observations of children's play and use these to plan appropriate opportunities to help them to progress. Parents have opportunities discuss their children's progress with staff and are encouraged to contribute information about events and people in children's home lives. A self-evaluation has been carried out by the management team and has identified areas for improvement.

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

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

- consider ways of improving security systems within the building
- encourage children to recognise the importance of keeping healthy and those things which contribute to this, by working with parents and by giving regular explanations in the daily routine.

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

Children are adequately safeguarded from the risk of abuse or neglect as there are secure systems in place for the vetting of staff. All management and staff have had

the required checks and all volunteers and students are monitored and closely supervised. Staff are given annual appraisals to assess their development needs and on-going suitability. The manager is the designated person for safeguarding and has attended appropriate training. Staff have adequate knowledge in this area and would seek advice if they had concerns about children's welfare and refer to the designated person. Risk assessment is carried out on all activities. Daily checks are carried out on the indoor and outdoor environment and staff check all outside areas are free from hazards before children go out. Children are encouraged to learn the safety rules and learn how to play safely. They practise the fire drill at regular intervals so that staff and children know what to do in the event of a fire. Although security systems are good in parts of the building they are not rigorous in all areas and this presents a possible risk to children's safety. However, staff supervise children well and are vigilant at all times.

The directors of the nursery school take an active part in the management of the setting and together with the manager they have completed a self evaluation process to see how they can make further improvements. The staff team are actively involved in this process and their views sought. Recommendations from the last inspection have been met improving the outcomes for children. Resources are well deployed within the setting with many items easily accessible so that children can be independent. Staff are deployed effectively throughout the setting to support children as they play. Children are valued as individuals and staff get to know them well. The key person system works well and each key person shares the care of their children with another member of staff so that there is always someone present as key person for particular children.

The needs of children with special educational needs and/or disabilities are well met and they are fully integrated in the setting, participating in all activities. The manager is the Special Educational Needs Co-ordinator (SENCO) for the setting and liaises with other agencies if necessary to ensure that children have the support they need. Parents are made to feel welcome in the setting and stop to chat as they drop children off or pick them up. Key persons keep them updated with children's progress regularly and attractive records of children's play and learning are kept in their special books. Parents can see these at any time and go through them in detail at twice yearly parents evenings. Parents are invited to contribute to the records and some provide photographs and observations about children's home lives, which gives the setting an insight into their backgrounds and interests. The setting is aware of the need to share information about children's learning and development with other providers of the Early Years Foundation Stage (EYFS) when children attend other settings and has systems in place to enable it to do so.

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

Children make good progress given their starting points. A child profile is completed with parents before children start so that the staff are aware of children's stage of development and how to build on this. Detailed observations are carried out to get to know them further and staff record the next steps for their

learning to help them to progress. Planning is flexible and key persons use their observations to work out what children are interested in and what they can do, for example, in the smaller room a larger assortment of bags is provided as the result of children's preoccupation with putting items inside things. Weekly planning meetings are held to ensure that the activities provided take account of what children are interested in. The learning environment is well planned to encourage children's choice and independence and the outside area provides good opportunities for children to interact with the environment, explore and investigate. Children are very busy collecting dry leaves and using a sieve to separate leaves from sand. Water and sand are available for children to investigate and children can move materials around to discover their properties, for example carrying a bucket of water, filling it with leaves and collecting insects. Further opportunities to experience the natural world are available in the woodland area. The younger children benefit from having a small outside area of their own where they can climb and develop physical co-ordination skills, play in the sand or with small ride on toys. A stair gate is put across and the door left open when it rains and children enjoy standing here and watching and commenting on the rain and feeling the fresh air.

Children communicate confidently with staff and with each other and some are forming friendships and play together well in small groups. Children have opportunities for mark-making and writing. They recognise their names which are printed on attractive laminated cards with their photographs and select their own names successfully when they self-register, hang their coats up or register for snack time. Children enjoy listening to stories and cuddle up with staff in the small room. Children learn to problem solve as staff use open ended-questioning to encourage them to think and introduce mathematical language. As children spend a fair proportion of time outside they develop good physical skills. They have plenty of room to be active when they are outside. They wheel wheelbarrows of leaves along pathways and use a digger with control and co-ordination to negotiate pathways around objects and to lower the bucket to collect leaves. In the smaller area younger children demonstrate skills as they climb and swing from the climbing frame. Children are motivated and interested in the activities on offer. They can choose to play outside and choose when to have their snack so that the flow of their play is not interrupted. They are encouraged to wait and take turns and the use of a timer is used to help children understand how to do this. There are opportunities for children to be creative using paint and a range of media. Children use the computer confidently and independently.

Children are developing a healthy life style as they are encouraged to have plenty of exercise and fresh air. An attractive range of healthy snacks is provided such as cheese, fresh fruit and breadsticks. When they are outside they enjoy sitting down together for snack in the open air. Fresh drinking water is available at all times. A hot lunch is cooked for children who attend all day and whose parents wish it and this provides a balanced diet. Most children bring packed lunches. Staff encourage children to eat their sandwiches first and staff sit with children in small groups to make it a pleasant social occasion. However, staff do not always give children regular routine explanations to encourage them to learn about why they need to make healthy choices and the setting is not actively working with parents to encourage healthy options in lunch boxes. Children learn how to keep themselves

safe and are reminded of safety rules such as how to use scissors safely and to keep within certain boundaries in the outside area. Visitors from the local community and topics such as 'people who help us' also enable children to learn about safety. Children are busily occupied during their time at the setting and as a result behave appropriately. They are able to follow simple instructions and encouraged to be polite. They are learning skills for the future as they learn to be independent, and develop skills in literacy and information technology.

## 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	3
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

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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	3
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