

# Bream Early Learners

Inspection report for early years provision

---

**Unique reference number** EY136954  
**Inspection date** 19/11/2009  
**Inspector** Denise Franklin

**Setting address** Bream C. of E. Primary School, High Street, Bream,  
Lydney, Gloucestershire, GL15 6JW  
**Telephone number** 01594 564535  
**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

Bream Early Learners is managed by a voluntary committee of parents and is a registered charity. It is on the Early Years Register only. The setting opened in 1965 and operates from a large room in a self-contained unit on the site of Bream Church of England Primary School. The group has access to the school hall, playground areas and a garden. There is disabled access to the setting. A maximum of 24 children may attend the setting at any one time. Sessions are from 9.00am until 11.30am or 12.00pm to 3.00pm on Wednesday and Friday, and from 9.00am to 12.00pm on Tuesday and Thursday. The setting is open for full day sessions on Mondays. Another session is held for the rising three-year-olds and older children stay an extra hour on one day for lunch from January depending on uptake.

There are currently 47 children aged from two to five years on roll, all of whom are in the Early Years Foundation Stage age group; of these, 27 children receive funding for early education. Children come from within the village or from the surrounding area. The staff have experience of supporting children with special educational needs and/or disabilities.

The setting employs seven members of staff to regularly work with the children. All hold appropriate early years qualifications and one member of staff is currently studying for a degree in Early Years. The staff are supported by parents on rota duty. The setting has good links with the local school. The group is a member of the Gloucestershire Parent and Toddler Association and has achieved the Bristol Standards Quality Assurance Award. The setting uses the High/Scope educational approach.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Bream Early Learners provides good provision for the children and is effective in meeting the needs of the children. The key person system is used well and staff are skilled at ensuring the individual needs of the children are met. This includes good systems for supporting children with special educational needs and/or disabilities. Partnership with parents is outstanding and the setting works extremely well with parents to support children's learning and development. Staff are committed to continual professional development to improve their practice and therefore the setting has good capacity to improve.

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

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

- ensure that there is a policy to explain the procedures for administering medicines, including effective

29/01/2010

management systems for supporting individual children's medical needs (Safeguarding and promoting children's welfare)

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

- develop systems for more formal monitoring of practice to ensure high quality provision
- provide opportunities for children to have special responsibilities to develop their independence skills and sense of belonging.

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

The joint leadership effectively draws on the strengths of the individual members of staff who are all very experienced and work well together as a team. The setting has made good use of the Bristol Standard quality assurance scheme to identify their strengths and areas for development. Most of the recommendations from the last report have been successfully addressed. Policies and procedures reflect the good practice in the setting. Policies are currently under review and the setting has yet to confirm their procedures for administering medicines in writing. Resources are appropriate and accessible to the children. Staff are adaptable and well deployed to ensure the needs of the children are being met. Safeguarding procedures, including risk assessments are good and staff implement them rigorously. Although all necessary checks regarding the suitability of staff have been completed and evidence eventually produced, this information was not readily available for inspection.

The committee meet regularly and the Chairperson has responsibility for the annual staff appraisals. The information from the appraisals is used well to identify staff training needs. Staff monitor and evaluate their practice daily but more formal monitoring of practice and provision is underdeveloped.

The setting works closely with the school and shares its facilities. There are good arrangements for children's transition so that children are familiar with their surroundings before starting school. Staff share responsibility for running the toddler group so children get to know them before joining the setting. There are good links with support services, which are effective in ensuring the needs of children with special educational needs and/or disabilities are fully met.

Partnerships with parents and carers are outstanding and a strength of the setting. Parents feel that their children really enjoy their time in the setting and are well prepared for school. They receive regular newsletters and curriculum information and most feel able to discuss any concerns with their child's key person. They know what their child has been doing at pre-school because there are photographs available for them to look at, in the entrance hall, and a daily information board. Parents have regular opportunities to discuss their child's progress and to share their child's Learning Journey. Parents often share their child's special moments

and achievements out of school with the setting by completing a 'wow' certificate. There is a wide range of play activities for parents to take home for their children and many enjoy helping their child to record the visit by Theo the bear to their homes. These opportunities make an excellent contribution to a strong partnership for the children's learning and development.

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

Children are making good progress and achieving well because the setting makes good provision for them. They thoroughly enjoy their time in the setting and many are gaining confidence to play with others. They communicate well because adults question well to support children's language and communication skills. There is a good balance between adult-led and the child's own choice of activities. Planning is sufficiently detailed and learning intentions are clear. There is a high emphasis on children following their own interests. Children particularly enjoy having free access to the enclosed outdoor area. The learning environment, both inside and outside is attractive and stimulating. Children confidently select their own resources. For example, one child was observed using a range of materials to make a picture. Another asked for a story and was soon joined by a small group who sat quietly with her listening to a story. They were encouraged to talk about the pictures and to predict what might happen in the story. Outside a group enjoyed making decisions about where to plant their bulbs and understood that the bulbs need water, soil and light to grow. Others enjoyed running in the wind. There are good systems in place for tracking each child's progress and the Learning Journeys provide a good record of the child's time at the setting.

Welfare provision is good and parents appreciate the care provided by the staff in the setting. The children behave well and know what is expected of them. Staff use praise effectively to support positive behaviour management. Children are gaining independence through being responsible for their own learning but there are missed opportunities for children to have special responsibilities, for example being the special helper for the day. They learn about their own and other cultures by celebrating festivals such as Divali and invite visitors to talk to the children about their customs. Children enjoy healthy snacks and drinks are readily available. They have plenty of exercise both informally in the outdoor area and during planned sessions in the school hall. There are good opportunities for children to learn about being safe through visits from the local services. Children feel confident about their surroundings and staff effectively ensure the children are safe at all times. Children at Bream Early Learners make good progress in all their basic skills and are well prepared for their next stage in learning and development.

## 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	2
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	1

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

The quality of the provision in the Early Years Foundation Stage	2
------------------------------------------------------------------	---

### 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	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

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)

