

# Little Browsers Pre-School

Inspection report for early years provision

---

<b>Unique reference number</b>	EY387923
<b>Inspection date</b>	27/05/2010
<b>Inspector</b>	Michele Anne Villiers
<b>Setting address</b>	Cinnamon Brow CofE Primary School, Perth Close, Fearnhead, Warrington, WA2 0SF
<b>Telephone number</b>	07783486253
<b>Email</b>	
<b>Type of setting</b>	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 0300 123 1231, 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: 0300 123 1231  
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

The little Browser's Playgroup was re-registered in 2009. It operates from two rooms in a purpose built building within the grounds of Cinnamon Brow Church of England Primary School in Warrington. Children have access to an enclosed outdoor play area. The playgroup is open from 9.15am to 11.45am and 12.30pm to 3pm Monday to Friday, term time only. The setting also provides a lunch club between 11.45am and 12.45pm for children who attend the school nursery.

A maximum of 24 children may attend at any one time. The playgroup is registered on the Early Years Register and there are currently 62 children on roll. Children with special educational needs and/or disabilities are supported at this setting.

There are four members of staff, all of whom hold an appropriate early years qualification. One staff member is undertaking an Early Years degree. The playgroup is supported by Warrington Sure Start.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children make excellent progress in their learning and development because of the challenging and innovative activities provided. The educational programme is very well organised and children are supported extremely well in an inclusive environment. They are safe and secure, and their health is generally promoted well. Staff work closely with parents and most systems are in place to ensure a good two-way exchange of information. Excellent links have been forged with other provisions and professionals to oversee continuity of care and the meeting of children's individual needs. The monitoring of the provision and the planning for continuous improvement greatly enhance the children's achievements and well-being.

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

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

- ensure the premises are clean and tidy prior to children arriving
- build on the systems used for obtaining initial information about the children's achievements, in collaboration with parents, and link to the areas of learning
- develop further self evaluation by assessing what is provided against robust and challenging quality criteria, with contributions from parents, and use as the basis of ongoing review.

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

Staff have a good understanding of safeguarding children and all relevant policies and procedures are in place in order to protect children from harm. Robust risk assessments are used to identify any potential hazards and suitable standards of hygiene are maintained. However, carpets are not always cleaned before children arrive in the morning. The manager has started to use self-evaluation to identify areas for improvement, but this is still in the early stages.

Staff have an exceedingly good understanding of how children learn and use every opportunity as a learning experience. The play space is utilised fully with very good consideration given to children's needs, in regards to organisation of resources which promote children's independence. All children are well integrated and positive steps are taken to promote equality and diversity. Parents receive good quality information and have many opportunities to contribute their views and ideas. They speak very positively about the provision and the care provided.

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

Enthusiastic staff motivate the children's learning, providing them with constant support and well balanced activities. Children are allowed time and space to explore and experiment, independently making choices about their play. Activities are very much based around the children's individual interests and needs, their learning is also reinforced through extended planning. For example, after children express an interest in animals and pets, staff organise a 'Pets of the week' theme. Children draw pictures and bring in photographs of their pets, and even bring in their unusual pets, such as giant snails. Books and stories on different pets are introduced and staff members from the 'Pets at home' shop are invited to talk to the children about how to care for their pet.

Children excitedly enter the provision and eagerly explore new play opportunities, such as the role play area being transformed into a fire engine. They sit on chairs under the 'fire engine' canopy and run around pretending to extinguish fires, using their imagination. Children demonstrate excellent concentration as they complete puzzles, construct with blocks and paint pictures. Their independence is fostered particularly well. They freely decide when to have a snack and make up their own sandwiches, helping themselves to bread, cheese, jam and fresh fruit. Staff successfully use observation to track the children's progress and record their findings to monitor their development. Initial profiles are completed through discussion with parents and 'All about me' booklets, although the information does not fully reflect the children's level of attainment on entry into the playgroup.

Children develop extremely well in their communication, language and literacy skills and their mathematical development through constant reinforcement. On arrival children self-register, they find their name card and display it against a number. The same number is used to identify their bottles of drinking water to

further support their learning. Children mark-make and practise their early writing skills. They make notes during role play, and 'talking pictures' are used to help children make connections. Staff work closely with speech and language consultants, in particular to support those children who require additional support.

Excellent activities enable children to develop a knowledge and understanding of the world in which they live. Preparations are made for those children moving on to school with photographs of the school, their uniform and their teacher. Children have visits from the community support team, such as police and road safety patrol. Parental involvement is also encouraged. Children learn about nature and examine wildlife, such as the life cycle of a frog. They freely access a computer and a good range of interactive and programmable toys, to support their learning of information and communication technology.

Healthy lifestyles are encouraged and planned dance and sports based physical activities help children to develop excellent co-ordination, balance and stamina. The food provided is generally well balanced and children learn about personal hygiene and how to effectively wash their hands. They are taught to be safety-conscious during play and practise fire evacuation. They show a strong sense of belonging with excellent behaviour. Close relationships with staff are forged, helping children feel safe and secure.

## 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	1
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	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	1
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	1
The extent to which children develop skills for the future	1

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)

