



Brant Broughton Pre-School

Inspection report for early years provision

Unique Reference Number	253729
Inspection date	10 February 2006
Inspector	Christine Hands
Setting Address	Brant Broughton C Of E Methodist Primary School, Mill Lane, Brant Broughton, Lincs, LN5 0RP
Telephone number	01400 272035 (school)
E-mail	
Registered person	Brant Broughton Pre-School Committee
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Brant Broughton Pre-School has been established in the village since 1979. The group is committee run and has charitable status. It currently operates from a classroom in Brant Broughton Primary School. It has access to toilets and the school hall, playground and playing field. The group serves the local surrounding villages.

There are currently 35 children on roll. This includes 26 funded three and four-year-olds. Children attend a variety of sessions each week. There are currently

no children attending who have identified special needs, and none who have English as an additional language. There are four members of staff of whom two are part time. All staff hold a child care qualification.

The pre-school is open during school term time, Monday to Thursday 09:00 to 15:15, and Fridays 09:00 to 12:00.

The group operates with a core staff group of three, all have early years qualifications. In addition they have relief staff and a rota of parent or carer helpers. The group is a member of the Pre-School Learning Alliance, and they receive support from the Lincolnshire Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have a good understanding through their daily routines of the importance of regular hand washing, which effectively promotes their health and development. They are learning to be responsible for their own healthy practices, for example throwing paper tissues in the bin after use therefore limiting the spread of germs.

Children have access to a very good range of equipment for developing physical skills and enjoy daily outdoor sessions. They are becoming aware of, and gaining some responsibility in how to look after their own physical needs. They talk to staff about what clothes they need to put on to play outside in differing weather situations. Children increase their physical skills through the excellent selection of equipment enabling them to pedal, scoot, hop, balance and throw and kick balls.

Children are gaining a good awareness of healthy eating through the provision of healthy snacks and drinks as well as the rules regarding the order the food is eaten from their lunch boxes. Staff sit with the children at lunch time and explain to them why healthy eating is important. Children are becoming aware of the reasons for eating healthy food, such as milk makes your bones strong, and this is promoted further through both planned and spontaneous activities. Children's dietary and health needs are very well met through the written documentation given by parents before children start at the pre-school, as well as staff ensuring that they are fully aware of any allergies or specific parental wishes regarding the provision of food.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a single, bright and attractive room which contains many displays of their work. They are kept safe through the tight security measures that are in place. Access to the pre-school is through a door that has a safety chain to prevent access by any unauthorised person. Children's safety is consistently maintained because effective risk assessments are in place both in the pre-school and for outings.

Children have easy access to a good range of developmentally appropriate resources which are stored at the children's height promoting independence and choice. They are able to use child sized furniture which further contributes to their safety. Children are well protected from the risks of fire by regular drills, however, although a written policy and procedure is in place and understood by all members of staff, the actual fire drills are not recorded. Staff are therefore unaware of the times and dates previous drills have been undertaken and if there were any concerns. Children are effectively encouraged to be mindful of their own safety by regular discussion and they automatically assist in tidying away toys and picking up any that have fallen on the floor. They are also aware of the reasons why it is not safe to run in the classroom.

An effective child protection procedure is in place and some staff have undertaken training in this area. All staff are fully aware of recent legislation which ensures that children are protected and their safety is promoted.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery and achieve well because staff are interested in providing a good quality of care and education. They are skilled practitioners who use their knowledge of the children and the curriculum guidance for the Foundation Stage to ensure that children make good progress in learning. However, staff are not currently using the 'Birth to three matters' framework to plan for children.

Children are treated as individuals and receive good levels of staff support to ensure that they develop independence and confidence. They are developing good communication skills because staff spend time talking to them and involving them in purposeful activities, such as a nativity play at Christmas. Children make their own choices from the good range of activities offered and are able to learn at their own pace.

Very warm relationships exist between the staff and the children which means that they can develop in a supportive environment where they receive lots of praise and acknowledgement. Children explore the environment and make sense of the world through the extensive supply of good quality resources and activities provided.

Nursery Education.

The quality of teaching and learning is good. Children are engaged and their interest is promoted through the imaginative range of activities provided. The wide range of resources as well as knowledgeable staff ensures that they are making good progress in all areas of learning. Children work well together and know the importance of co-operation, for example, children worked together to perform a nativity play as well as playing ring games and making large craft pictures. They are confident and fluent speakers and use words effectively to convey their experiences both real and imaginary in activities such as circle and lunch times. Staff use skilful questioning techniques encouraging children to develop their thought processes. Children sit quietly and listen to stories and are gaining a love of reading through staff

encouragement to take books home with them as well as visits to the mobile library. Children enthusiastically change their books during the session and talk to staff about the story they have just returned. Parents are also becoming involved in promoting a love of books by reading these stories to them. Children show confidence in mark making and letter formation and are making good progress in recognising their names and letters. Some children confidently write and spell their own names. Children have a good mathematical awareness and use number, counting and calculating skills during most activities. They explore a range of experiences and show good use of imagination in activities such as junk modelling and dressing up. Children's physical skills are well developed through the use of daily outdoor play and equipment. Outdoor activities are planned for and therefore children experience and develop their skills ensuring that all areas of physical development are covered.

High levels of adult support ensure that children receive a good balance of child-initiated and adult-led activities which allows them to enjoy their time at the pre-school. Staff use effective questioning to promote children's thinking and their enthusiasm and approach provide an atmosphere in which children enjoy learning.

Planning is effective in covering all areas of learning and staff are observant and aware of how they are developing, although assessment profiles do not effectively show what the children have learned and what they need to learn next, nor do they show what level the children started the group at. However, because staff know the children well they enable them to develop their learning and skills.

Helping children make a positive contribution

The provision is good.

Children are happy and excited as they enter the pre-school, and staff welcome both them and their parents into the setting ensuring that they all feel valued as individuals. Their needs are fully met because staff and parents work very closely together ensuring that any changes in these are acknowledged and respected. Children are encouraged to have positive attitudes towards each other and the wider community through the provision of a good range of resources and the celebration of festivals such as Easter, Christmas, Chinese New Year and Diwali. They are also aware of difference and this has been explained and demonstrated through such activities as looking in mirrors to see the colours of their eyes and comparing these with each other, as well as looking at finger prints. This caused some amazement when looking at the prints of identical twins. Children are therefore developing their self-esteem and have a sense of belonging. It also promotes children's spiritual, moral, social and cultural development. Children are encouraged to play with all resources to promote an anti-bias environment.

Children are very well behaved and are learning to use good manners at all times. They are aware of the need for rules to ensure that activities are successful, and happily help with tidying away and the preparation of snacks helping them to feel included in the routines of the group. Children's behaviour is managed well by developmentally appropriate strategies and they are given reasons as to why their behaviour is unacceptable and what they can do to rectify this.

The quality of the partnership with parents and carers is good.

A strong partnership is in place with parents which contributes to children's well-being. Parents and carers take their turns in helping within the group allowing them to fully understand the types of activities their children participate in and how these link with the Foundation Stage curriculum. This enables them to share in their child's achievements. They are informed verbally of how their child is progressing, however because this is not currently formalised some parents are not fully aware of this. Information is taken about individual children but parents do not contribute to a baseline assessment of their child so that staff cannot build upon their existing skills. Parents receive very good information about the pre-school and the Foundation Stage of learning which includes the name of their child's key worker, and are encouraged to become involved in the learning process. This further ensures that all children develop self-esteem and a sense of belonging. Staff provide an anti-bias learning environment and all children are encouraged to play with all resources to promote this. Support from parents is actively sought for fund-raising activities and they are made aware that the success of the group partly depends on their continued support. The committee arranges a number of events during the year enabling all those involved in the group to have the opportunity to socialise and to get to know each other better.

Organisation

The organisation is good.

Children receive a high level of care from qualified and committed staff who have been vetted prior to being given individual access to children. They are cared for by a consistent staff group who know them as individuals.

Children maximise their play and learning opportunities through the good organisation of space and resources, increasing independence and confidence in choosing and initiating their own activities.

All legally required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed to ensure that children's needs are always met. Comprehensive policies and procedures are known by all staff and training is well supported so that children benefit from skilled and qualified staff with current knowledge.

The quality of leadership and management of the pre-school education is good. The supervisor, committee and staff have a good vision about how to provide a quality service to children and parents taking into account their individual needs. There are systems in place to monitor and evaluate the provision for nursery education, however these do not clearly show children's progression. However, because staff know the individual children well they are challenged and supported in their learning and are able to move to the next stage. The committee and the supervisor are committed to staff training and development and ensure that all staff have good opportunities to attend and share their learning. Regular appraisals ensure that staff's needs are acknowledged and staff members valued. Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection the provider agreed to update child protection procedures to include current practice. The procedure has been updated which now ensures that children are protected.

Complaints since the last inspection

A complaint was made in relation to Standard 13 in February 2005. The pre-school carried out the correct procedures and this standard was consequently met. The pre-school is required to keep a record of complaints. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the 'Birth to three matters' framework is used to plan activities for children.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- devise a system for involving parents in base line assessments for their children.
- improve recording system for children's assessments to indicate next steps in the children's learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:

