



Brick by Brick

Inspection report for early years provision

Unique Reference Number	EY301644
Inspection date	12 January 2006
Inspector	Juliette Lloyd

Setting Address	Beckenham Rugby Football Club, Balmoral Avenue, Beckenham, Kent, BR3 3RD
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Registered person	Bianca Angela Gaubert
Type of inspection	Integrated
Type of care	Sessional 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?

Brick by Brick Pre-School offers sessional care for up to 24 children from two to five years. The setting has been registered for one year and is located in the London borough of Bromley.

Brick by Brick employs three experienced members of staff, two of whom have a recognised childcare qualification and the other is currently undergoing training. All staff have access to training provided by the Local Authority.

The setting is open term time only Monday to Friday from 9.30 to 12.30.

There are currently 28 children on roll 17 of whom are receipt of funded nursery education. The setting supports children with Special Educational needs.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted by the provision of healthy snacks. Children receive a range of healthy snacks including, fruit and milk encouraging them to develop healthy eating practices. Drinking water is available so that children can request a drink whenever they are thirsty, ensuring they do not get dehydrated. Staff gather all relevant information regarding diet and medical history. This ensures children's individual dietary and medical needs are met so children remain healthy.

Children flourish under the high levels of care and support they receive from staff in order to meet their health needs. They are developing good personal hygiene routines and self care skills. Staff discuss the importance of hand washing, helping children gain understanding of the importance of good hygiene in preventing the spread of cross infection. The setting has good systems in place to reduce the spread of cross infection during nappy changing. For example, staff wear disposable gloves and ensure that the changing mat is cleaned after each use.

Children have fun as they develop their physical skills using the indoor climbing frame. They demonstrate great control over their body movements as they use the apparatus to climb up and enjoy coming down the slide. Opportunities for children to use the outdoor play facilities are not fully maximised, as a result children do not have regular access to outdoor play and fresh air.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children work and play in an environment that is carefully planned and monitored to ensure that risks are minimised. There are a number of effective procedures in place to allow children to remain safe whilst developing independence, for example, there are safety mats around the indoor climbing frame which reduce the risk of children hurting themselves if they fall. The premises are very secure and there are good procedures in place to prevent unwanted visitors gaining access.

Children benefit from a good range of equipment and toys that are well maintained. Carefully selected toys ensure that children have a good choice of safe and suitable resources. The indoor play space is well organised and supports children's development as they move around safely, freely and independently.

Staff have a good understanding of the signs and symptoms of abuse and know what action to take if they have concerns about a child in their care, this supports

children's wellbeing.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from a wide range of exciting and stimulating play experiences that are well planned for them. Children are happy and settled in the warm, caring and friendly environment. They form good relationships with staff and with each other.

Staff encourage and value the individual contributions that children make, for example each day a different child is chosen to be the pre-school monitor which carries with it, specific duties. As a result children feel valued and develop a sense of self worth as they learn about taking on responsibilities, such as sharing out fruit at snack time. Children are confident and eager to learn.

Children under three years receive a great deal of warm and positive attention from staff and are developing a strong sense of belonging. The setting has a clear settling in policy that is flexible to meet the needs of young children.

Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation Stage. Planning is well structured and links clearly to the Early Learning Goals. Activities are planned that take account of children's interest and staff have a good understanding of how these link to the Stepping Stones. Staff record their observations of children's development and use these to inform them of the 'what next' in children's learning. However, there are some gaps in how staff record and plan the next steps in learning for children.

Children are well supported by staff to extend their vocabulary and spoken language, and often instigate and take part in complex and interesting conversations. All children show great interest in stories and books, older children are able to retell stories in their words and recognise and name familiar letter sounds. There are a wealth of opportunities for children to develop their writing skills, for example older children label their own pictures and drawings, while younger children make representative marks.

Children's creativity is enhanced as they access a range of creative material and participate in drawing, sticking, painting and junk modelling. Children develop their imaginative skills as they access the well resourced home corner and enjoy dressing up and taking part in role play activities. They benefit greatly from the consistent interest of staff who respond promptly to their questions and give them a great deal of interesting information. This enhances their knowledge and understanding of the world and results in children having very good levels of general knowledge.

Children develop good understanding of mathematical concepts. Staff are spontaneous and incorporate math challenges in children's play. For example, when children are counting objects staff introduce mathematical language such as 'what happens if we add one more', 'this encourages children to think and increases their

understanding of addition. Children are confident in counting and participate in counting games rhymes and songs, such as five little ducks. Older children are able to count in rote from 1 - 20.

There are opportunities for children to develop physically. They take part in a variety of activities that help them to gain control over their small body movements, such as tipping and pouring with sand, and are skilful in using small tools such as scissors for cutting. However opportunities for children to develop their large physical skills are limited as staff do not access the outdoor play space daily.

Helping children make a positive contribution

The provision is good.

Children learn about differences and develop respect for themselves and others. They benefit from being in a positive environment that equips them with a firm understanding of different cultures and customs. For example children participate in the celebration of different cultures which enriches their pre-school experience. All children have equal access to the full range of resources, staff treat the children fairly and are consistent in their approach, helping children to feel secure and confident.

Staff are caring and sensitive to the individual needs of the children and act as positive role models, as a result children are polite, kind and considerate to each other. Staff set clear boundaries for behaviour and are consistent in their approach. This helps children to understand the principles of fair play. Children are happy to share and are learning about taking turns. Children's spiritual, moral, social and cultural development is fostered.

Children with special or additional needs are well supported by the experience and knowledge of staff. Clear procedures and good working relationships with professionals ensure that the pre-school is able to work with parents and carers to identify and provide appropriate care.

Partnership with parents and carers is good. The emphasis placed on forming and maintaining good relationships with parents allows staff to develop a good understanding of each child as an individual. Parents receive a good range of written and verbal information to ensure that they are familiar with all aspects of the service. Staff recognise and value the contributions made by parents and work in partnership to ensure children's needs are met and monitored.

Organisation

The organisation is good.

Policies and procedures are clear and comprehensive. The high ratio of experienced and qualified staff clearly contributes to their successful implementation throughout the pre-school. Staff regularly update their knowledge of current childcare practices as they access training via the Local Authority, this impacts positively on children's development as staff plan and implement new ideas to challenge and stimulate

children's learning.

The pre-school is well organised and spacious, with clearly identified areas of learning in different areas of the room. Children are able to make decisions about what they want to do as they move around the space freely.

Leadership and management of the pre-school is very good. The pre-school manager has a commitment toward the development of the staff team which impacts positively on children's learning. Staff have regular formal and informal meetings to plan and review their work. This enables staff to evaluate their own practice and identify areas for development.

The setting meets the needs of the range of children for whom it provides care.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There have been no complaints made to Ofsted since registration

The provider is required to keep a record of complaints made by parents, which they can see on request. 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):

- increase opportunities for children to have regular daily exercise and fresh air, by utilising the outdoor play area.

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):

- ensure that children's individuals next steps in learning are clearly identified.

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: www.ofsted.gov.uk