

# Bradbourne Park Pre-School

Inspection report for early years provision

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**Inspection date** 25/02/2010  
**Inspector** Vicky Turner

**Setting address** c/o Sevenoaks Primary School, Bradbourne Park Road,  
Sevenoaks, Kent, TN13 3LB

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**Type of setting** Childcare on non-domestic premises

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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).

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## Description of the setting

Bradbourne Park Pre-School opened in 1979 and operates from three rooms in a single storey building. It is situated within the grounds of Sevenoaks Primary School, Sevenoaks. A maximum of 40 children may attend the setting at any one time. The setting is open each weekday from 9am to 11.45am and on a Wednesday and Thursday afternoon from 12.30pm to 3pm, during term times only. All children share access to an enclosed outdoor play area.

There are currently 64 children aged from two to five years on roll; of these, 54 children receive funding for nursery education. The setting serves the local area and most of the children go on to attend the school. The setting currently supports a number of children who speak English as an additional language.

The setting employs nine members of staff; of these, five, including the supervisor hold appropriate early years qualifications. One holds a Certificate in Education, two hold a Certificate in Early Years Practice, two have a National Vocational Qualification at Level 3 in Pre-school Practice and two are working towards a qualification. The setting is registered on the Early Years Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Bradbourne Park Pre-School is an inclusive setting where children play, learn and explore in a safe and stimulating environment. The setting works well with the school, parents and external agencies to ensure children receive the support that they need and as a result make good progress. The ongoing self-evaluation process at all levels has enabled staff to reflect on their practice and identify areas for development. All recommendations from the previous inspection have been fully addressed which means that the capacity for continuous improvement is good.

## 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 a record of all staff CRB checks are on site and accessible at all times (Suitable people) 01/03/2010
- make available for parents a written statement that provides details of procedures to be followed if they have a complaint (Safeguarding and welfare). 22/03/2010

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

- ensure all policies are reviewed and updated regularly in line with recent

- legislation and local authority guidance
- develop systems for tracking pupils progress to gain an overview of progress overall and to identify where there may be gaps in the provision.

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

The manager and staff share the vision of a safe and happy pre-school experience for all the children. They provide an enabling environment where children can play, explore and learn at their own pace. The setting takes its duty to safeguard children seriously. All staff are trained in child protection and understand procedures to be taken should they have concerns about a child. Daily safety checks and annual risk assessments help keep children safe. All documents for recording accidents and the safe administering of medicines are in place. A number of policies are currently being updated and while checks have been carried out on the suitability of staff to work with children, paper evidence of these checks for some members of staff was not accessible on site at the time of the inspection. However, checks for committee members and recent checks for two new members of staff were evident.

The setting engages in continuing self-evaluation at all levels, enabling staff to reflect on their practice, and identify areas for improvement. These include extending learning opportunities so that children can achieve well. The setting has fully addressed all recommendations from the previous inspection.

Three staff are allocated to each room and re-allocated to support children who freely choose to play indoors or to move out into the garden. Staff are effectively deployed to ensure the children are well supervised at all times. The setting is well resourced with equipment that is well matched to the children's age and abilities which meets safety standards.

All staff ensure equality and diversity. Children with special educational needs and/or disabilities are very well supported to help them achieve as well as they can. Staff are trained in moving and handling and two members of staff are training in Makaton sign language to assist any children with hearing problems. Dressing up clothes, puzzles and books from a range of cultural backgrounds help children learn about differences. There is a complaints procedure, but the policy does not include all the elements required by Ofsted.

Good relationships with the school mean that children have the use of the school's grounds. The setting has also established good relationships with the family support centre which enables children and families to attend both provisions to be more consistently supported. Effective partnerships with speech and language therapists, health visitors and the advisory service mean that the children receive the support they need to make progress. Regular liaison with other setting managers provides opportunities for mutual support and to share good practice.

Parents are kept well-informed through informal discussions, termly newsletters and the parents' notice board. The setting works closely with parents to support

children with special educational needs and/or disabilities. Parents are very pleased with the provision because the staff are 'extremely caring and knowledgeable about what they are doing'. Parents feel 'very included' and 'each child's needs are taken into consideration'.

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

Children are settled and happily participate in their chosen activities. They make good progress and are eager to attend the setting because they have formed good secure relationships with their adults. They have fun dressing up and dancing to music which is accompanied by their own music with percussion instruments. Key persons ensure that, within their small group of children, the children's welfare and learning and development needs are met effectively. They observe children and plan the next steps in their learning. The adults know the children well but do not have a clear overview of progress overall. Parents are encouraged to contribute to this process.

Children play safely and use scissors and other equipment safely. They learn well how to keep themselves safe on their walks and role-play activities provide opportunities to learn about road safety. They learn how to evacuate the building in an emergency through termly fire drills with the school and regular practise at the setting.

The children are good at adopting healthy lifestyles. They make healthy choices from pitta bread, raisins, pasta and a variety of fruit. The children have a choice of milk or water and pour their own drinks. They have developed good hand washing routines. The outdoors provides good opportunities for daily active play where children enjoy riding wheeled toys, climbing and sliding. The children enjoy their time at the setting and create their own music on the large tuned bat pipes.

Children share a good trusting relationship with their adults and as a result are very well behaved. They follow instructions and understand that there are boundaries. Children are confident to make their own choices. They contribute well to their learning and tidy up the toys, after snacks and help put away the outdoor equipment. They help each other and share. Children are aware of helping other children other than themselves, for example, Children in Need.

Children engage in constant dialogue with their adults and make good progress in their language development. Group discussions provide plenty of opportunities for 'talk'. They sing songs and listen to stories with rhyming words. They look at books after snack time and listen to a story at the end of a session. There are plenty of opportunities for mark-making both inside and outside. A wide range of resources and activities enables children to develop good problem solving, and number skills. They have access to a computer with various programmes to support learning in all areas, and remote control cars, cash registers, calculators, programmable toys and a CD player. Children develop a knowledge and understanding of the world through walks to the local duck pond and walks in the school grounds. They plant sweet peas, French beans and cress. Visitors to the setting such as police officers,

school patrol lady and parents enrich children's knowledge and understanding of the world. By the time they leave the setting the children are well prepared for their future education.

## 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	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

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