

Bradford Pre-School Nursery

Inspection report for early years provision

Unique reference number	106301
Inspection date	27/05/2010
Inspector	Judith Harris

Setting address	Bradford & Cookbury Village Hall, Bradford, Nr Holsworthy, Devon, EX22 7AB
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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Bradford Pre-school was registered 1993; it is managed by a voluntary committee of parents. It operates from the village community hall in Bradford, near Holsworthy. Children have use of a dedicated playroom and fully enclosed garden area. The setting is registered to provide full day care for a maximum of 20 children aged two to five years may attend and there are currently 11 children on roll. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is open from 9:15am to 3:15pm on Tuesday and Thursday during term-time. There are currently two members of staff who both hold appropriate professional Early Years qualifications. The play-leader is currently studying for a degree in Early Years childhood studies.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's unique learning and development needs and interests are clearly very well supported and promoted. Safety and security within the pre-school are effectively organised through the use of good systems and clear documentation. The positive relationships that the pre-school builds with parents and other settings successfully ensures children are able to feel settled and secure. The staff team are highly motivated and committed to using self-evaluation and systems of reflective practice to significantly drive the continuous improvement of the provision.

What steps need to be taken to improve provision further?

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

- further develop systems for gathering information about children's learning at home and at any other setting attended and use these in conjunction with the observations and assessments to plan relevant and motivating experiences for each child
- further promote positive attitudes to diversity through activities that challenge children's thinking and encourage children to talk about similarities and differences, using props and stories about children who are both like them and different from them

The effectiveness of leadership and management of the early years provision

The pre-school is exceptionally well led and managed; the play-leader works closely with the staff team and committee to provide children with a secure, comfortable and stimulating environment. The pre-school has highly effective systems which are successfully supporting and maintaining children's safety and

security. All staff are appropriately checked and vetted and the pre-school has clear systems in place for checking the ongoing suitability of all staff and volunteers. The provision has clear safeguarding children procedures that are in line with Local Safeguarding Children Board guidelines. A comprehensive range of risk assessments for all areas including the outdoor area are carried out and effectively support children's safety. The emergency evacuation plans are in place and regularly practised with the children and the staff have good systems to ensure that arrival and collection of all children is closely monitored and recorded.

The play leader is carefully nurturing the use of reflective practice to support the ongoing monitoring and self-evaluation; ensuring that she is able to accurately identify all strengths and weaknesses and make well thought through plans to drive the continuous improvement of the pre-school. The staff are a team of qualified and experienced individuals who are well supported by the versatile and self-motivated play-leader. The pre-school systems clearly ensure that all staff are supported and encouraged to continue their professional development. The efficient deployment of resources including the staff and volunteers is successfully and effectively meeting children's needs through well supported child led activities and experiences.

The pre-school successfully builds and supports good partnerships with parents and with the local school that most children will attend. To support new parents, a welcome pack is provided and the settling in period is carefully arranged using the effective key worker system. The play-leader is currently in the process of developing the systems for gathering information about children's learning at home and at other settings. Each child has a daily contact book which contains details of activities and events of the day and information for parents about children's possible next steps.

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

Children are exceptionally happy, confident and secure in the pre-school's calm and relaxed environment. They are clearly nurtured by the warm caring relationships they have with staff. The exceptionally flexible daily routines provides children with an abundance of free play time. This ensures that the children have time and space to explore, experiment and discover their own interests. Children play a matching game with the play-leader who is using a good range of open questions to encourage the children's thought processes. They are matching facial expression on cards with emotions as the play-leader asks them how they think the children in the pictures feel. Children come from other activities to join in and play, they are enthusiastic and animated as they talk about how the children in the pictures might feel. The play-leader uses her skilled inter-action to help children find the words to express the emotions. Children play in the garden carefully supported by a member of staff who ensures that they are able to fully lead the play. Children invent the water play game when they bring a variety of containers into the bathroom to fill with water and take account to the garden. The play is clearly exciting and infectious as more and more children join in with different sizes and shapes of containers to fill with water. Children have very good levels of

independence as they move freely around the different activities and between the indoor and outdoor areas. The children can choose when to have a snack and after snack-time they take part in an activity where they are planting seeds and propagating plants. Children have propagated beans in jars and now they are ready to plant out. The play-leader talks to the children about the beans and how they are growing and that they need to grow some more. Then the children go out into the garden and where they have a tray of compost that they are using to fill flower pots. Children choose what they want to plant, by planting their beans and some are planting seeds. Children are also free to just play with the compost and the younger children are scooping, filling pouring, clearly just enjoying experiencing and experimenting. Both members of staff team make very good use of their skills and interaction to support the children and extend their learning and development using open questions. It is clear that children are provided with a range of activities that effectively cover all areas of learning.

Children are successfully supported by the staff who are observant of the play but only join in if invited to, allowing the children freedom to explore and discover. Through the enthusiastic and animated interaction used by all adults the children are being constantly and appropriately challenged. At a wide range of activities the children are using their writing skills to write on their own work. The play-leader is beginning to develop children's understanding of the wider world and there are clear links with the local community. However diversity is not threaded through all activities provided. The pre-school uses a good range of observation and assessment techniques that help staff to support and promote each child's unique learning journey. These include individual observations and records of children's achievements which are beginning to build complete picture of each child's learning. The pre-school has very enthusiastically embraced the Early Years Foundation Stage and developed good systems for observing and assessing children's learning in line with his framework. The play-leader is a confident and experienced professional who uses her knowledge of child development to provide exciting and inspiring experiences that support children to travel along their individual learning journeys are.

Children are carefully supported to learn good hygiene skills through the use of clear hygiene routines. Children help themselves to water which is available while they play and children are offered a very good range of healthy and balanced snacks. To encourage and support healthy eating staff work with parents to ensure packed lunches are well balanced. Detailed information about any special dietary restriction is collected at admission to ensure children's individual dietary needs are met. Pre-school staff have a clear understanding of the importance of the use of positive strategies to support children's behaviour. Children are actively encouraged to organise taking turns and sharing for themselves. The staff provide very positive role models and children are carefully supported to understand how their behaviour affects others and to develop good skills for self-control.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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