

Bow Brickhill Pre-School Playgroup

Inspection report for early years provision

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Inspector Susan Marriott

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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*.

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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

Bow Brickhill Pre-School was registered in 1990. It is a committee run pre-school which operates from the church hall in the village of Bow Brickhill, Milton Keynes. The pre-school is registered on the Early Years Register to provide a maximum of 20 places for children in the early years age group. The pre-school is also registered on the compulsory and voluntary parts of the Childcare Register. The children have access to a secure enclosed outside play area. The pre-school is open on weekday mornings during term-time only, from 09.15am until 12.00pm. There is an optional lunch club facility on each day from 12.00pm to 01.00pm. There are currently 30 children aged from two years to under five years on roll. Of these, 14 children receive funding for nursery education. Children come from the local area. The pre-school has experience of supporting a number of children with learning difficulties and/or disabilities and also children who speak English as an additional language. There are nine members of staff of whom, six hold appropriate early years qualifications. The playgroup is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a very friendly and inclusive setting where the mature and established staff team work hard to capture the true essence and spirit of the Early Years Foundation Stage. Staff sustain consistently good quality interaction with children to draw learning from play and promote positive attitudes to learning. Children make good progress in their learning and development and have tremendous fun in the process. Most aspects of children's welfare are promoted well, observation and assessment systems are strong and there are good partnerships with parents and carers. Enthusiastic, strong leadership and honest, realistic self-evaluation secures the pre-school's excellent capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- enhance the gathering of information on children's learning and development to secure children's good progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted well as the pre-school has effective safeguarding procedures. Staff attend regular training and review their procedures to ensure that they keep up-to-date with this area of work. Appropriate checks are carried out to ensure that all staff are suitable to work with children. Regular risk assessments and daily checks are appropriately recorded and ensure that hazards

are minimised. Good daily practice, such as ongoing explanations from staff, reinforce children's understanding of safety issues. For example, children are reminded that cars are not allowed in the main garden because of the danger presented by the sloping land. The pre-school has joint managers who are extremely proactive in addressing issues which impact upon the quality of provision for children. They have a clear vision for the future, involving staff, parents and children in reviewing the daily practice. Staff work exceptionally well as a team and are actively supported in attending further training. This helps create a positive environment, where children feel secure and happy. The good organisation of the limited space in the indoor play area means that children are offered a wide range of activities that promote their development and the refurbished outdoor play area is fully utilised to offer children an extended range of opportunities across all six areas of learning.

Children make good progress in all areas of learning and are well-supported in their achievements because staff have a thorough understanding of the Early Years Foundation Stage. The managers have already taken steps to implement learning from their professional studies to further improve the planning, observation and assessment system. For example, they are currently piloting a scheme to moderate staff assessments of children's achievements. The children's learning records are conscientiously completed with sufficient frequency across all key person groups. An effective baseline assessment is completed by staff when children join the pre-school and observations link closely to the Practice Guidance document to inform activity planning. Information gathered is used to identify the next steps in children's learning and targets are set and shared with parents. However, without detailed scrutiny, the records do not readily demonstrate the level of progress that children make and fully secure their progress.

Staff have a clear understanding of anti-discrimination, enabling them to implement appropriate policies and provide a service which is inclusive for all children and their families. They work with parents and carers to ensure that they understand each child's background and culture and are therefore able to meet their needs and promote children's awareness of individuality. Parents receive thorough information about the setting and their child's progress, for example, through newsletters, daily talks with staff and review meetings with their child's key person. Staff watch and notice each child at play in order to understand and support their individual well-being and development, enabling each key person and family to work together. The pre-school has proven experience of multi-agency working to promote consistent and appropriate care for children.

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

Staff give children a really warm welcome on arrival at the setting, greeting each one as a valued individual. They introduce any visitors and this helps children to feel safe and secure, knowing who the stranger is and being reassured that their presence is legitimate. Children are encouraged to take an active part in registration time, counting how many children and adults are present and offering their 'number' to the staff member recording attendance. Staff ensure that children

are aware of the range of activities on offer at each session and implore the children to 'have fun'. The indoor and outdoor environments are both set out attractively to reflect the six areas of learning. Plans ensure that indoor and outdoor activities are provided to support the same learning opportunities whether children choose to play inside or out during the session. For example, books are available inside the pop-up tent in the garden as well as indoors in the book area. Equipment is readily accessible and portable, enabling children to make independent choices. For example, children playing on the car mat extend their play by choosing additional figures and a train set.

Children's enjoyment is enhanced and their learning effectively extended because staff join in appropriately with their play and discussions. As children explore melting ice in the water tray outside, staff speak clearly and calmly at all times, asking open questions and continually extending children's understanding. They acknowledge children's achievements with praise and actively promote children's independence. They include teaching about colours and counting in their commentary, so that children learn effectively through play based activities. Group activities and songs contribute significantly to the quality of the provision. Children enjoy keeping a tally of 'Whose turn is it next?' on the board for choosing the songs, and they join in enthusiastically with a lively rendition of 'Down in the jungle', sung to a very lively beat.

An extremely well-organised rolling snack time provides some excellent opportunities for children and staff to interact in small groups. Staff maximise the learning opportunities for promoting children's independence and discussion about healthy eating. For example, children make their mark against their name to show they have visited the snack table and capably spread their own butter and jam on toast. Children's behaviour is managed well and in a manner appropriate for their stage of development and particular individual needs. Children learn about the relevance of healthy lifestyles and develop skills for the future as they become independent, share ideas and work together. For example, staff encourage children to try to fasten their own coats rather than doing the task for them.

Children's self-esteem is promoted as they are offered opportunities to talk about themselves, their families and recent experiences. The role play area reflects the recent experiences of children in the group. For example, children have enjoyed hospital role play to reassure those anticipating a hospital admission and this has now evolved into a veterinary surgery. A popular feature of the pre-school is the regularly changing photographic display board entitled 'What we have been doing'. This provides a focal point for discussion about the passing of time and inform parents and carers of the range of activities which children enjoy. Parents are strongly encouraged to share excitement and pleasure in their children's learning through contributions to the records. They can add snapshots of information from home, comments, family photographs and information about significant events for their child. This information then provides staff with a starting point for discussion with children and helps to complete the profile of the child's learning journey.

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	1

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	1
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	1

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

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