

# Little Apples of Bramley

Inspection report for early years provision

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507965

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01/07/2010

**Inspector**

Doreen Forsyth

**Setting address**

Bramley Village Hall, The Street, Bramley, Tadley,  
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**Telephone number**

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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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## Description of the setting

Little Apples of Bramley registered in 1970. The pre-school uses two rooms within Bramley village hall, near Tadley in Hampshire. There is a small attached garden available for outside play. The pre-school opens each weekday during school terms from 9am until 12pm, with a lunch club from 12pm to 1pm and an afternoon session from 12pm until 2.45pm.

The pre-school is registered on the Early Years Register to provide care for a maximum of 42 children aged from two years to the end of the early years age group. There are currently 71 children on roll. Of these, 52 are in receipt of government funding for free nursery education. The setting cares children with special educational needs and children who speak English as an additional language.

There are 16 members of staff that work with the children, of these; eleven have relevant qualifications at level three or above.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are very happy, confident, settled and enjoy their time at Little Apples Pre-school. The pre-school continually aims to work with parents to meet the children's individual needs and to ensure all children are made welcomed and feel valued. Children are making steady progress in their learning and development through the interesting range of activities they take part in. The pre-school has a range of appropriate strategies in place that they use to monitor and evaluate the quality of the provision they provide and to identify any areas for further improvement.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain parent's written permission to seek any necessary emergency medical advice or treatment at the time of children's admission to the provision (Safeguarding and promoting children's welfare).
- 17/07/2010

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

- improve the facilities to help prevent the spread of infection by reviewing the routines for hand washing
- provide children with more opportunities to develop their physical skills by balancing, climbing and using more challenging large play resources

- use the observations made on the children's progress to identify the next steps in their learning and demonstrate in the planning how these will be met.

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

The children's safety, welfare and well-being are well promoted as the pre-school implements most of the policies, procedures and documentation required to effectively manage the Early Years Foundation Stage. However, parents written permission for the setting to seek emergency medical assistance if necessary is not obtained when children are admitted into the setting, this is a legal requirement. The highly qualified and experienced team of staff have a good understanding of child protection issues. They are confident in the procedures and policies to follow if they have any safeguarding children concerns. These child protection procedures are shared with parents. All staff and relevant committee members undergo appropriate vetting procedures, to ensure they are suitable to have access to the children. Any unvetted adults in the setting are always supervised when with the children.

The pre-school fosters close working relationships with parents. They work together to ensure children's learning and welfare needs are met and that all children, including those with special educational needs, are included and helped to progress. The setting is aware that they must work closely with any other early years providers to ensure the integration of care and education. The setting has built strong links with the local village school that many of the children will attend.

Children play in a welcoming and safe environment. They use two light, pleasant and well-maintained rooms in the village hall and can freely access a small outside play area. The staff use the outside area to its full potential, ensuring children have sufficient shade when necessary and can play with a wide range of resources to extend their learning out of doors. The halls and garden have been risk assessed well by staff and any potential hazards to the children suitably identified and minimised. However, when washing their hands the children often use shared water and towels which poses a risk of cross infection.

The pre-school has some clear plans for the future; for example, they hope to extend the outside play area to enhance the children's outdoor play experiences and have obtained a grant to build their own premises in the village. They use questionnaires to find out parents' views on the provision and have undertaken an external evaluation scheme, which has assisted the managers in identifying the pre-schools areas of strength and any areas for further development.

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

Staff provide an interesting, well-equipped and welcoming environment that supports the children's learning. The play space is divided into areas that promote

the different learning outcomes, such as a role play area, a comfortable book corner and a well-resourced creative area. Children can freely access the outside area most of the day. Activities are planned to ensure the Foundation Stage curriculum is fully promoted. Children's ideas and interests usually suggest the topics and themes they explore. Recently the children helped to plant vegetable plants in the garden, which they are now tending and watching grow. The staff record the children's progress in 'learning journey' books that are shared with parents. However, these systems are not used effectively to identify where the children need help to move on to the next steps in their learning.

There is a trained Special Needs Co-ordinator in the pre-school whose role is to ensure all children, including those with special educational needs, are helped to progress. Some staff are learning 'Makaton' signing so that they can communicate with all the children in the setting. Staff encourage the children to explore and experiment; for example, when playing outside they happily used water from the water tray to discover what happens when they mix water and soil.

The children are very secure, confident and settled in the pre-school. They are beginning to learn about keeping themselves safe; for example, they understand why they practise emergency evacuation procedures and why they should not run indoors. The children are encouraged to be independent, such as putting on their own aprons for messy play and choosing their own snacks and drinks at snack time. Children are offered a healthy snack while at pre-school and can access drinking water whenever they wish. Parents supply packed lunches for lunch club. If children have any special dietary requirements these are very well noted and observed. Children have good opportunities to play outside in the fresh air. However, they do not have many opportunities to use more challenging large play resources and practise their climbing and balancing skills.

The children behave well. They are very proud to be the 'helper for the day' or to take home 'Star notes' recording any special achievements during the week. They are learning to share, take turns and to consider the needs of others. They cooperate well and work together, for example, when tidying up. Through some activities and resources they use the children are beginning to gain an understanding of diversity. They are developing some of the skills they will need for the future. The children are progressing well in communicating and literacy skills, they usually listen well to stories. They enjoy using the pre-school computer. The children play together well and have made some firm friendships but they can also work independently. The children are becoming active and curious learners.

## 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	3

### 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	3
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	3
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

<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	3
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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