

Bright Start Pre-School

Inspection report for early years provision

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EY347245

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28/06/2010

Inspector

Rebecca Hurst

Setting address

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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

Bright Start Pre-School was registered by the current owner in 2007. It originally opened in 2003 and operates from a church hall situated in Borough Green. There is a secure outdoor space for children to play.

The pre-school serves the local community. It is registered on the Early Years Register to care for 24 children from two to under five years old at any one time. The group opens Tuesday and Friday between 9.00am and 1.45pm and on a Thursday between 9.00am and 12.00 noon during term time only. On Monday and Wednesday the group is open between 9.00am and 3.00pm. A lunch club runs everyday except Thursday. A total of 27 children attend. There are currently five staff working with the children, of whom three have a recognised early years qualification.

Children who have special educational needs and/or disabilities or who speak English as an additional language are welcomed into the group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school provides a safe and welcoming environment that supports children well. The partnership with parents contributes to meeting individual children's needs and children are valued at the pre-school because the staff promote diversity and equal opportunities through the careful planning of activities and resources. The provider is beginning to self-evaluate the practice and is working with the parents and staff to improve the pre-school. The staff have a good commitment to improve areas in the nursery's practice in order to meet children's individual needs and to improve the outcomes for children in their care. There is a breach of welfare requirement as the pre-school currently does not record the required information on their risk assessments.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident (Documentation). 23/07/2010

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

- update policies and procedures to reflect changes to the curriculum and to ensure the complaints procedure has the correct contact details for the

- regulator
- ensure the written assessments for all children are dated to allow for accurate records of the children's attainments
- increase resources that promote equality and diversity, this relates to resources promoting disability awareness and have them available for all children on a daily basis

The effectiveness of leadership and management of the early years provision

Children are protected from harm and neglect as the staff have a good understanding of child protection and how to safeguard children. All staff have participated in safeguarding children training. This ensures that they all have the correct knowledge in dealing with child protection issues. Good policies and procedures are in place for staff and parents to follow should they be worried about safeguarding children. As a result, children are protected from harm and neglect. All staff have current and up to date Criminal Records Bureau checks in place, which further enhances the safety of the children.

The provider and staff carry out visual safety checks of the building, activities and outings. A daily safety checklist is carried out to ensure areas are safe for the children; however, it does not contain who carried out the check, the date, any date of review or if any action was taken. This is a breach of welfare requirements. As a result, there are missed opportunities to further enhance the safety of the children.

Resources are deployed well around the setting and are stored at a level that children are able to access. This allows the children to develop their independence skills. The staff are fully aware of the children's backgrounds and religious beliefs. They use this knowledge to plan activities to broaden the children's knowledge of diversity and equal opportunities. The staff also plan a varied range of activities for the children to learn about other festivals and celebrations from around the world. Children have access to resources which promotes diversity on a daily basis. This builds on the children's learning in this area. However, children have limited daily access to resources that promotes positive images of people with disabilities. Consequently, their learning in this area is limited.

All staff are calm and talk quietly with the children. They explain what they have to do at an age appropriate level. This ensures that children are fully able to understand the routine and what they have to do. Staff explain to the children the importance of sharing and why it is good to be kind to each other. As a result, children are well behaved. All paperwork is kept confidential and in place. Some policies and procedures do not reflect current changes in legislation and the complaints policies and procedures does not have the correct contact details for the regulator. As a result, the information given to the parents is misleading for these policies and procedures.

The provider has started to self-evaluate the provision. Parents have been given questionnaires to complete and the provider has worked on the information

supplied. Staff are also included in the process. Staff work well with parents and they give daily feedback on how the children are developing. Staff and parents work well together to meet the children's individual needs. This ensures the service is responsive to its users. The pre-school works well with the local schools to ensure they are meeting the needs of the children that will be attending and pass on development information regarding the children.

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

Children are supported well as they have access to a good range of interesting and challenging play materials and equipment. Planning is linked to the six areas of learning and ensures that children's interests and ideas are included. Children are encouraged to make choices and instigate play opportunities. Planning is linked to observations and assessments.

Staff carry out detailed written observations on all of the children; however, not all of the children's written observations are dated. As result, children's full capabilities are not fully carried forward into future planning to give a clear picture of progress. Staff carry out a checklist to ensure that they are carrying out observations in all areas of learning. This ensures they are able to highlight any areas that require extra activities to ensure the children are developing in all areas.

Numeracy skills are encouraged frequently; children discover counting as staff introduce counting whilst they play with resources. Staff encourage the children to become confident communicators through reading them a variety of books. They snuggle up with staff, as they listen and engage in meaningful conversation.

The stimulating and welcoming environment gives children of all ages opportunities to freely access resources and play materials. The pre-school areas are well organised to allow for safe and quiet and active play within the hall. The children celebrate different festivals and have access to information about the wider world.

Children have healthy and nutritious snacks which allow them to thrive and they have daily access to fresh drinking water. They are encouraged, especially during the hot weather, to drink extra, in order to stay hydrated. Children are protected from cross contamination and infection through the good procedures that are in place for hygiene.

Children are developing skills for the future through the activities and resources the staff plan for them. Children enjoy exploring the computer and are able to move the child-friendly mouse around the screen to highlight different areas and to make the animals on the screen talk. Children have free-flow access to a well laid out outside area. Staff ensure all areas of the pre-school and outside areas cover the six areas of learning; this ensures the children learn both inside and out.

Children thoroughly enjoy participating in physical education lessons. They enjoy the sack race and taking turns in the relay. This encourages the children's turn

taking and develops their physical skills. Children also practise dressing and undressing themselves to get ready for their physical education lessons. This enhances the children's independence skills.

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?	3
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

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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