

Brewery Pre-School

Inspection report for early years provision

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Inspector Carys Millican

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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

Brewery Pre-School is run by a voluntary management committee and operates from a purpose built playroom within the Brewery Arts Centre in the centre of Kendal, Cumbria. Children have access to a cloakroom and main hall with associated facilities. There is a secure outdoor play area available for outdoor play.

The pre-school was originally established in 1971 and has operated from its present site, since 2000. It is registered on the Early Years Register. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 9.30am to 12 noon Monday to Friday during term time, with a lunch club from 12 noon to 1pm as required. Currently there are 20 children on roll, all of whom are in the early years age range. The pre-school receives funding for the provision of free early education for children aged three and four years old, and supports children for whom English is an additional language. Children who live in the town and surrounding villages attend the pre-school.

The pre-school employs six staff members who hold appropriate early years qualifications. One manager holds a Foundation degree in Early Years and one manager is working towards an Early Years degree. The pre-school is a member of the Pre-School Learning Alliance and works closely with the Local Authority and health care practitioners.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are excellently supported by experienced early years practitioners who have an expert knowledge of the Early Years Foundation Stage and children's individual learning needs, so each child enjoys a wonderful range of first-hand experiences which help them to reach their full potential. Staff provide a challenging and stimulating indoor and outdoor environment that enables children to become independent, active learners. Most safeguarding procedures and safety checks are implemented to ensure children's safety whilst attending the pre-school. Positive partnership with parents and their involvement with the pre-school benefit the children and enhance their care and learning. Reflective practice and self-evaluation processes ensures improvements are identified and implemented, which impacts positively on the children and demonstrates the capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- take all reasonable steps to ensure that hazards to children, both indoors and outside, are kept to a minimum (Suitable premises, environment and

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- equipment).
- ensure that adults looking after children, or having unsupervised access to them, are suitable to do so (Suitable people).

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

- develop systems to identify the next steps in children's learning to inform planning and future development
- extend children's knowledge of cultures within and beyond the setting so they learn more about the difference and diversity of the wider world and the people in it
- establish links with other settings children attend in order to complement the learning taking place.

The effectiveness of leadership and management of the early years provision

Children's safety is an ongoing priority of the pre-school and most documents and procedures are in place to protect the children attending. Staff have attended relevant safeguarding training and demonstrate a sound understanding of the key issues and the protocols to follow. Daily safety checks are completed before children arrive, however, children are exposed to potential hazards within the adventure play area which have not been identified, for example, exposed nails on the wooden beam and broken fencing. For the most part parent helpers on rota duty who do not hold criminal record checks are well supervised, however, the environment outside does not always allow staff to fully supervise them working with the children at all times, which could compromise children's safety. Therefore two breaches of specific legal requirements of the Early Years Foundation Stage framework have been made. The management committee ensure robust recruitment procedures are implemented when employing new staff members and a full list of the checks completed is maintained. Regular fire evacuation practices are regularly conducted to ensure children and adults understand what to do in an emergency and is explained to visitors on arrival. All visitors to the pre-school are asked for their identity badge and they are required to sign the visitors book.

The managers and staff work exceptionally well together as a team. They are enthusiastic and committed with an ambitious vision for the continuous improvement of the setting. All the recommendations from the last Ofsted inspection were quickly addressed, and improvements to the setting have been made. Through the evaluation process the management are beginning to review the effectiveness of their provision to ensure they meet the requirements and interests of all children. The pre-school has been successful in obtaining funding that have enabled them to review, improve and extend children's opportunities to explore, learn and play in the outside play area. The provision of the free flow approach enables children to make free use of the rich indoor and outdoor spaces to initiate their own play and activities. The environment is well organised and well presented to meet children's individual needs. Resources are easily accessible and

organised into enhanced play areas where they experience first-hand play opportunities to explore and discover. Staff are very keen to improve their own personal development and learning up to degree level. They attend frequent training provided by the local authority and strive to improve the way they plan and provide for children's individual interests and needs. Regular management and team meetings take place to discuss different aspects within the pre-school and they cascade information gained from different training sessions.

Partnerships with parents ensure there is a good two-way flow of information. The daily exchange of verbal information ensures consistency of care. Written information gathered about children's starting points enables appropriate planning for their continuing development. Parents are invited to view their child's folder at any time and they contribute to these regularly. Newsletters are published with information on events and fundraising, along with suggestions from staff on how to help parents continue children's learning at home. During activities and regular routines staff talk about aspects of home life with the children and celebrate achievements. This promotes children's self-esteem. Parents speak highly of how well their children are doing and that they like coming to the setting. The managers are well aware of the requirement to work with other settings delivering the Early Years Foundation Stage, however, links with these settings have not been formally established. The setting promotes equality of opportunity through resources and activities that provide positive images of other people, but not sufficiently enough to expand children's learning about their own and other people's differences, similarities and language effectively.

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

Staff have an excellent understanding of the Early Years Foundation Stage and how children learn. They are very skilled in scaffolding learning through talking, discussing strategies and ideas, suggesting possibilities and modelling approaches. Children enjoy the free flow play encouraged between indoors and outside. A restricted area is set up so children enjoy freedom of movement within the top half of the play area and indoors. Children are given time and space to use the equipment to the fullest extent. They initiate their own activities and staff are sensitive to the child's thinking and learning when deciding when to interact and when to value the child's independent activity. Children show concentration and commitment as they plan for the use of walking beams and supporting blocks. They cooperate with each other and problem solve as they create a maze of ramps and bridges to their imaginary castle. Staff show an interest and celebrate the children's success and achievement thus promoting children's self-esteem and self-confidence.

Children are cared for in a warm, interesting and welcoming environment by a caring, enthusiastic and experienced staff team. Children have access to an excellent range of good quality resources both inside and out and their individual needs and interest are identified and well met. The six areas of learning are fully covered in daily routines and there are excellent play opportunities provided. These first-hand experiences allow children to be active learners. Staff recognise

that in their play children use the experiences they have and extend them to build up ideas, concepts and skills. Children enjoy the experience of baking buns. Children decide what ingredients they need and where they come from, for example, the eggs. They measure the correct amount using scales recognising number, for example four, and mix the ingredients together to then spoon into a number of cup cakes, thus promoting number and problem solving. Staff skilfully support the children and extend their learning by introducing new words and concepts.

Staff observe children as a natural part of normal activity. They take photos as children play and use these to identify the areas of learning children achieve. Each member of staff is responsible for a key group of children. They develop close, caring and respectful relationships with the children and their parents to ensure children's emerging interests are known and individual learning needs are met. Written information about children's starting points is obtained from parents and used a starting point for future observation and assessment. The next steps in children's learning are not identified on short term planning documents to meet the needs of individual children. Children's achievement records are shared with parents on a regular basis.

Children benefit from the healthy lifestyle promoted throughout activities and daily routines. Children's independence is fully promoted when washing hands and at toilet times. Staff gently remind children about hand washing and assist when needed. Children decide for themselves what snack they would like each day by placing a button in the bowl with their preferred snack in. The one with the most in is the snack of the day. Children choose to eat their snack outside with staff members and parent helpers creating a social occasion. Learning experiences are fully promoted as children help set the table, hand out the snack, and pour their own drinks. Children really enjoy outdoor play in the fresh air. The new awning allows children to access outdoors in all weathers where they enjoy physical activities such as riding bikes, playing in the adventure play area climbing steps and using slides, and digging in the large sand pit.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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

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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