



## Brookside Pre-school

Inspection report for early years provision

<b>Unique Reference Number</b>	251427
<b>Inspection date</b>	28 November 2005
<b>Inspector</b>	Lynn Amelia Hartigan
<b>Setting Address</b>	Gusford School Grounds, Sheldrake Drive, Ipswich, Suffolk, IP2 9LQ
<b>Telephone number</b>	01473 404075
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<b>Registered person</b>	Brookside Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Brookside Pre-school has been registered since 1987 and operates from a demountable classroom in the grounds of Gusford Primary School on the outskirts of Ipswich.

A maximum of 20 children may attend the pre school at any one time. The pre school is open each weekday from 09.00 to 11.30 and 12.55 to 15.25, term time only. Children have access to a secure enclosed outdoor play area.

There are currently 49 children aged from 3 to under 5 years on roll. Of these, 44 children receive funding for nursery education. Children come from the local catchment area and wider community.

The pre school employs seven staff. Four of the staff, including the manager's hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are kept healthy through regular and efficient routines such as hand washing before snack and after using the toilet. They are able to use the toilets and wash their hands independently. They are protected from illness as the staff promote well documented policies regarding illness, medication and accidents. A very good daily risk assessment and cleaning programme helps minimise accidents and cross infection.

Children are offered a choice of healthy snacks and drinks. They choose from a selection of fruits, milk or water. Children are able to discuss what food is good for them and where it comes from. They are beginning to become more involved with the preparation and serving of their own snacks.

Children enjoy outdoor play and have opportunities for daily physical exercise, weather permitting. They play enthusiastically in the enclosed outdoor area negotiating the limited space well and cooperating with each other when using the tunnel and garage, however, more opportunity to use large climbing apparatus, running and jumping would further develop their large muscle skills.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are welcomed into a bright, attractive room that is clean and well maintained. Children's art work, mobiles and posters create a welcoming environment. Specified areas are clearly defined by signs such as the book corner, craft area and coat pegs. The children are secure and settle well within the setting.

Children's safety is considered as a priority by staff. Children are kept safe as staff carry out very good risk assessments and regular fire drills with the children. Vigilant management of the entrance doors by staff, ensures children cannot leave the premises unseen.

Children are able to choose from a good range of toys and play equipment that is well maintained. These are stored at the children's height in low level drawers and boxes. Children move freely around the room between well positioned tables and chairs. They have adequate space to play on the floor and at the tables.

Children's welfare is safeguarded as the staff have a secure understanding of child protection. All required procedures and documents are in place to promote this.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are busy, play happily and are enthusiastic as the sessions are well planned and designed to help them have fun and make progress in their learning and development. They have formed warm relationships with the staff. Children are encouraged to independently access the very good resources available to them, however, temporary storage of some large construction kits restricts them in some areas.

The quality of teaching and learning is good.

Staff have a sound knowledge of the Foundation Stage and how children learn. Children are busy and keen learners. They ask lots of questions and concentrate well on tasks with support and guidance from the staff in their chosen activities. An effective key worker system is in place and staff observe children well and record their progress within individual development records. This does assist them when planning the next stage of the children's learning. However, it does not sufficiently differentiate activities, therefore a more able child is not always challenged.

Children are involved in a range of activities that supports their language, mathematical, physical and creative development. Good quality resources such as the book corner, dressing up clothes, construction kits and mark making resources are available to children to support their creativity and imagination. Spontaneous activities such as flying streamers in unexpected gusts of wind outdoors, prove lots of fun.

Children are able to use numbers in everyday context. They name, recognise and order numerals. Some children can count to ten and beyond. They are introduced to early calculation, for example, counting cups at snack time.

Children's learning with regard to different cultures and the world around them is developing. Acknowledgement of different cultural festivals and traditional days are included within the plans and celebrated, this promotes the children's respect for others. Visitors to the pre school such as the fire brigade, nurses and a helicopter pilot help educate the children about how others help us.

Children are not always able to explore real experiences such as weather, creatures in their natural environment and plants as outdoor activities and playtime is restricted. However, children are very caring to the birds in the garden and ask staff for crumbs for the bird table, they show great delight watching the birds eat.

### **Helping children make a positive contribution**

The provision is good.

Children have an understanding of the needs and feelings of others and gain an insight into world cultures as they celebrate festivals and cultural events that are planned within the curriculum.

Children have access to resources such as dressing up clothes, puzzles, dolls, and a very good selection of books, as the staff have a good understanding of equal opportunities. Posters displayed are used to provide children with diverse and positive images. A system is in place to support any additional needs of a child and staff have attended training with regard to special needs.

Children respond well to the staff's high expectations of behaviour and the adults are very good role models. Children develop self esteem and respect for others by learning social skills for example, sharing fruit and taking turns when using the computer. Staff in turn give ample praise and encouragement. Children have formed friendships and cooperate well with each other, at tidy up time and when they negotiate how to move their box of play tools to another part of the room. For example, one child takes the lead and organises the group, suggesting after the count of three they all lift the box, successfully completing their task without adult input.

Children are happy and secure in their surroundings. Children's individual needs are met as there is good communication with parents. A complaints policy is available for parents, however, this needs to be reviewed as there are inaccuracies within the document.

Partnership with parents is good.

Parents are kept informed of events and dates by way of regular newsletters, notices on the door and a parents' notice board. They are invited to attend sessions on a regular or occasional basis as a parents rota is encouraged. New parents are welcomed and encouraged to stay as their child settles in.

Informal chats each day between parents and staff allow for the exchange of useful information to help children's progress and development. Records are confidentially stored and available to parents at all times. Parents are supportive of the group and organise fundraising events such as a sponsored treasure hunt.

Children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is good.

Children benefit from being cared for by qualified staff. They feel secure and settled through the use of appropriate staffing ratios and the environment is organised so that they feel comfortable and settled. Effective recruitment and vetting procedures in place, ensure that children are well protected and cared for by staff with a knowledge and understanding of child development.

Children's safety, enjoyment, health and achievements are supported by the policies

and procedures within the operational plan. Documents to ensure the smooth running of the pre school are maintained and promote the children's welfare, care and learning.

The leadership and management is good.

Children benefit from a team who work well together. Through ongoing staff development and training the children are achieving well. The supervisor delegates some responsibilities and the staff feel valued. There is a good induction programme and appraisal system in place. Training is positively encouraged and staff feel supported, most are committed to their own personal development.

Children benefit as the supervisor and the staff are enthusiastic and forward thinking, they are able to identify the groups own strengths and weakness and plans are in place that will develop the pre school. Links with outside agencies and professionals ensure an inclusive environment is promoted.

Overall, the needs of the children are met.

### **Improvements since the last inspection**

At the last inspection the provider was asked to review the balance of activities, resources and deployment of staff. This has been vastly improved. Staff now follow daily plans which detail the activities, resources and staff deployment. Established areas around the room are now in place and improvement to the daily, weekly and long term plans ensure the activities link into the stepping stones.

The provider was also asked to improve learning opportunities and promote and extend the children's learning. The implementation of revised planning that include the stepping stones, ensure the children's learning development and ability is easily identified and supported. Children are encouraged to take some responsibility regarding tidy up time, as requested at the last inspection. They independently and happily all cooperate with this task.

In house training from the Early Years development advisor has greatly improved the staff's understanding and management of behaviour.

### **Complaints since the last inspection**

There are no complaints to report.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.
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The quality and standards of the nursery education are good.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review and update the complaints procedure for parents
- ensure storage of resources does not restrict children accessing toys and equipment.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide more opportunities for children to experience a range of large climbing equipment and outdoor play activities, to support their physical development
- ensure plans take into account children's individual needs and plan activities to allow for differentiation.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)