



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY136954

DfES Number:

INSPECTION DETAILS

Inspection Date 02/10/2003
Inspector Name Shirley Ann Jackson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Bream Early Learners
Setting Address Bream C of E Primary School
The Beverlery Casey Building, High Street , Bream
Lydney
Glos
GL15 6JW

REGISTERED PROVIDER DETAILS

Name Bream Early Learners 1062902

ORGANISATION DETAILS

Name Bream Early Learners
Address 2 Tufts Cottages
The Tufts, Bream
Lydney
Gloucestershire
GL15 6HW

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Bream Early Learners opened in 1965. It operates from one large room in a self-contained unit on the site of Bream Church of England Primary School. It is run by a voluntary parents' committee and is a registered charity. The group serves the local area.

There are currently 29 children from two to five years on roll. This includes funded three and four-year-olds. Children attend for a variety of sessions. The group supports children with special needs.

The group opens five days a week during school term times. Sessions are from 09:00 until 11:30, each morning and from 12:30 until 15:00 on Monday, Wednesday and Friday afternoons.

Six full and part-time staff work with the children. Five have early year qualifications. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP). The group are member of Gloucestershire's Parent and Toddler Association (PATA). The group are currently working towards Gloucestershire's Quality Assurance Scheme.

How good is the Day Care?

The quality and standard of day care is good. The staff team is well deployed. Supportive, experienced and trained adults work directly with children to support their play and learning. Organisation of space, staff and resources is very good. Children are cared for in premises which are bright, welcoming and well managed by staff. Imaginative use of storage ensures that children can access many resources for themselves. Staff make appropriate use of toys and resources to extend children's knowledge and learning.

Staff are well deployed during the session to ensure children's safety at all times. Risks have been identified and minimised. Clear procedures are in place for dealing with first aid and administering medication. Children are aware of and implement

good hygiene procedures. All adults are aware of each child's individual needs and offer the appropriate care. Clear procedures are in place for the protection of children, though the policy needs minor alterations.

Children are offered a stimulating, exciting and interesting range of activities. Children are involved in, and show good concentration skills during self-selected and adult-led activities. Staff are aware of children's individual needs and offer the appropriate care. Children have good relationships with staff. Children are settled, secure and comfortable in their company. Adult interaction with children is good. They listen and value what the children say and respond accordingly. Children are treated as individuals and encouraged to be independent. Staff are positive role models for children. They have a calm, relaxed approach and children follow this lead. Staff use praise and encouragement to raise self-esteem and promote positive behaviour.

Staff have good relationships with parents. Parents are encouraged to take part in their children's learning. Information about the children is shared in a variety of ways. Parents are happy with the care given to their child.

What has improved since the last inspection?

Not applicable, this is the group's first inspection at these premises.

What is being done well?

- Staff are experienced, well qualified and have the ability and skills to interact well with the children. They work well together as a team directly supporting the children in their play and learning.
- Staff plan a wide range of stimulating, exciting and interesting activities for the children. Children are involved in, and show good concentration skills during self-selected and adult-led activities. Staff use gentle questioning to encourage children to think for themselves and to extend their knowledge.
- Children have good relationships with staff and with each other. Children are settled, secure and comfortable in their company. Adult interaction with children is good. They listen and value what the children say and respond accordingly. Children are treated as individuals and encouraged to be independent.
- Staff make appropriate use of toys and resources to extend children's knowledge and learning e.g. using props to tell a story. Imaginative use of shelving, trolleys and pegs on the walls to make as many resources as possible accessible to the children.
- Staff manage behaviour in a manner which is appropriate for the children's level of development. They are consistent in their expectations and management of behaviour. They are keen for children to resolve conflict and problems on their own if possible. Praise and encouragement are used to raise children's self-esteem and to promote positive behaviour.

- Partnership with parents is good. Parents are encouraged to take an active part in their child's learning through story sacks, take home packs and by doing rota duty at the group.

What needs to be improved?

- the procedures for an allegation made against a member of staff

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
13	ensure that a procedure for an allegation against a member of staff is included in policy documents.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Bream Early Learners offers high quality provision which helps children to make very good progress towards the early learning goals.

Teaching is very good. Relationships with children are excellent. Staff provide excellent role models and have reasonable and realistic expectations of children's behaviour. They set clear, reasonable and consistent limits. Staff use interesting and stimulating teaching methods to help the children to make very good progress towards the early learning goals. However further development is needed in area of large physical movement. Staff promote self-confidence, independence and a positive attitude in all children.

Leadership and management is very good. Staff and parent helpers are very clear about their roles and responsibilities. Good links have been developed between the staff and committee. The playgroup make good use of advice sought from external advisors to inform and develop their practice. Staff, committee and parents are committed to improving the quality of the care and education that the playgroup provide.

Partnership with parents and carers is very good. They feel very involved, valued, able and welcome to share any information verbally at any time. They are given opportunities to be involved in their child's learning in a formal way and are given good information about the foundation stage. Staff seek prior information from the parents before the children start at the playgroup.

What is being done well?

- Children develop excellent relationships with staff and other children. They are confident, co-operative, well behaved, independent and show high levels of concentration.
- Very good support is given to children's developing language and children enjoy listening and contributing to group activities.
- Children demonstrate a keen interest in numbers and counting and are given many opportunities to explore size, shape and comparison through activities and play.
- Staff provide interesting and stimulating activities which enable the children to use their senses to explore objects and materials.
- Children confidently use computers and everyday technology.

What needs to be improved?

- Provide opportunities for children to develop their large motor skills.

What has improved since the last inspection?

Improvement since the last inspection has been very good.

The previous inspection asked the group to involve parents in their child's learning. The group has met this in full. Parents help on rota duty, use story sacks, use take home packs and are given good information about the Foundation Stage.

The group were asked to build upon the firm foundations of developing children's experiences of rhyme and sounds. The group has met this in full. Children are given opportunities to experience rhyme and sounds at each session through songs, display boards and stories.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress. They develop excellent relationships with staff and other children in the playgroup. They learn to co-operate and work well together e.g. three year olds building the train track together. Children are confident e.g. sharing experiences with the whole group at circle time. They are well behaved, independent and show high levels of concentration e.g. three year olds working at the writing table.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress. Their spoken language is developing very well. They learn to negotiate, organise and take turns in conversation e.g. three year olds discussing what they were making in the jelly. Children have a clear understanding that print carries meaning. Children speak clearly, audibly and with confidence e.g. a three year old describing to the whole group the leaves that she had collected and brought in to share.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress. They demonstrate a keen interest in numbers and counting and most children confidently say and use numbers up to five e.g. three year old counting the number of trains he had brought in. Children confidently use language such as small, smaller and smallest, big, bigger, biggest e.g. three and four year olds during story of Goldilocks comparing the size of the beds, chairs and bowls.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress. They enjoy using their senses to explore objects and materials in practical activities e.g. sand, water play, cooking and woodwork. Children understand how to operate simple equipment e.g. three year old playing with a calculator at the writing table. Children confidently select and use appropriate materials for building and construction e.g. three and four year olds building a house for their teddies.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are making very generally good progress. Children competently use a range of small and large equipment e.g. saws, hammers, scissors and trikes. However, the opportunities for children to use their large motor skills are limited. Children show an awareness of good hygiene practices e.g. children washing hands before eating snack and covering mouths when coughing.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children are making very good progress. They engage well in imaginative play based on stories and also from their own experiences e.g. children preparing pizza for tea. They work creatively on a small or large scale e.g. sand water, cooking. Children respond positively in a variety of ways to what they touch, smell, hear and feel e.g. three year olds describing the jelly using their senses.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- Build upon opportunities for children to develop their gross motor skills.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.