



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 208175

DfES Number: 545153

### INSPECTION DETAILS

Inspection Date 14/06/2004  
Inspector Name Deborah Jane Hall

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Brookside Community Pre-School  
Setting Address Brookside Community Centre  
Bembridge, Brookside  
Telford  
Shropshire  
TF3 1NE

### REGISTERED PROVIDER DETAILS

Name The Committee of Brookside Community Pre-School

### ORGANISATION DETAILS

Name Brookside Community Pre-School  
Address Brookside Community Centre  
Bembridge  
Telford  
Shropshire  
TF3 1NE

## 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

Brookside Community Pre-School opened in 1998. It operates from two rented rooms within Brookside Community Centre. The setting is located in Brookside, which is a suburb of Telford, and it serves the local area.

There are currently 25 children from 2 to 5 years on roll. This includes three funded three-year-olds and one funded four-year-old. Children attend for a variety of sessions. The setting currently supports children with special needs, but none who speak English as an additional language.

The group opens five days a week term time only. Sessions are from 09:15 until 11:45.

There is a total of three staff who work with the children, one of whom has a relevant early years qualifications to NVQ level 3, with another working towards an appropriate level 2 qualification. In addition to paid staff, a parent rota is employed and volunteers are also welcomed into the group. The setting does not currently receive support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Brookside Community Pre-School provides satisfactory care for children.

The procedures for appointing and vetting staff are satisfactory, but Ofsted is not notified of significant changes or events. Staff are suitably qualified or experienced to provide care to children.

Space is well-organised and child friendly. Good security arrangements are in place. Furniture and equipment provided for the children's use is suitable. However, there is no provision for children to read books in comfort. There is a satisfactory range of play and learning resources, with the exception of those that promote equality, diversity and inclusion. Staff aim to create a stimulating play environment, but

ineffective play planning results in insufficient challenge or stimulation and children are restless and disinterested in many of the activities available, with the exception of outdoor physical play.

Attention to safety is generally good but risk assessments are not maintained. Children are well supervised at all times. Good routines help children learn about hygiene practices. The premises are clean and well maintained but there is no means to control the temperature in the small playroom. Children have good access to drinking water throughout the morning.

There is a clear behaviour management policy, but behaviour management strategies are not consistently applied. There is an adequate range of documentation in place to support most aspects of the service. However, the setting's lost child, behaviour management and child protection policies, the emergency evacuation procedure and the daily attendance register and accident records have all been identified for improvement.

There are effective systems in place to keep parents informed and to encourage and foster good working relationships. The staff are aware of the importance of positive partnership with parents, with verbal feedback given about their child's time in the setting.

#### **What has improved since the last inspection?**

At the time of the last inspection, the Registered provider was asked to address three specific actions.

First, to develop existing procedures for vetting and checking that staff are suitable to work with children. Some progress has been made in respect of this. In July 2003 all checks on staff were clear with one exception. Since then the setting has employed a new supervisor, although Ofsted was not informed of this. The supervisor and DOIC stated that all staff have now completed the required documentation. However, limited evidence of this was available at the setting at the time of inspection. The supervisor was CRB checked in December 2002 and evidence of this was seen. One other member of staff had clear CRB checks completed in July 2003 and the deputy supervisor said she is awaiting the outcome of checks.

Second, to develop existing procedures to produce an operational plan. Satisfactory progress has been made to address this issue. The setting has an appropriate operational plan.

Finally, to make available the Code of Practice for the identification and assessment of special educational needs. The setting did obtain a copy of the relevant Code of Practice, but this has since been revised and the setting does not have a copy of the revised version of the Code of Practice.

#### **What is being done well?**

- There is good space available including the newly furnished toilet area.
- The outdoor play area is well used and children enjoy the physical play activities.
- Staff supervise the children well.
- Security arrangements are good.
- Good arrangements are in place which enable children to access drinking water.
- There is a good range of information available for parents.

### **What needs to be improved?**

- the arrangements to notify Ofsted of significant changes and events, including the appointment of new staff
- the daily attendance register
- the lost child policy to include what steps will be taken if a child goes missing whilst at the setting
- the play and learning opportunities for children (addressed as a key issue in the Nursery Education report)
- the arrangements to control the temperature in the small playroom
- the opportunities for children to develop their knowledge and understanding of diversity, equality and inclusion
- the emergency evacuation procedure to include details of the assembly point
- the arrangements for the completion and maintenance of risk assessments
- the provision of suitable furniture/furnishings to enable children to read and look at books in comfort (addressed as a key issue in the Nursery Education report)
- the consistency of recording information in the accident book
- the behaviour management strategies (addressed as a key issue in the Nursery Education report)
- the staff's access to the revised Special Educational Needs Code of Practice
- the child protection policy and procedures and staffs and parents knowledge and understanding of them.

### **Outcome of the inspection**

Satisfactory

## 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 must take the following actions by the date shown

Std	Action	Date
1	Produce an action plan, which demonstrates how to ensure that Ofsted is notified of all significant events.	16/07/2004
6	Conduct a risk assessment on the premises, identifying action(s) to be taken to minimise identified risks.	16/07/2004

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

Std	Recommendation
2	Improve the daily attendance register by recording the times of children's arrival and departure.
4	Ensure that the small playroom is maintained at an adequate and comfortable temperature.
5	Improve opportunities for children to explore issues of diversity, equality and inclusion through play.
7	Improve the accident records by ensuring that all entries are consistently well recorded.
13	Ensure that the setting's child protection procedure complies with local Area Child Protection Committee (ACPC) procedures and develop staff's knowledge and understanding of child protection issues.

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

### How effective is the nursery education?

Brookside Pre-School's education provision is generally good, but has some areas of significant weaknesses. Children are making generally good progress in the areas of mathematics, physical and knowledge and understanding of the world development. There are significant weaknesses in personal, social and emotional development, communication language and literacy and creative development.

Teaching has significant weaknesses and impacts on all aspects of children's learning. The staff are committed to improving the service offered, but have yet had little opportunity to do so. They are a newly formed team with a new manager. Challenge is insufficient and stems from lack of adults' understanding of the children's stages of development. The planning and assessment systems in place are ineffective. There are missed opportunities to expand children's learning as more assertive children dominate the session and adult attention.

Behaviour is also affecting children's progress as inconsistencies in adult expectations results in children being unsure of how they are to behave. The daily structure and management of sessions by the staff require children to be seated for long periods of time and inhibits children's opportunities for independent choice, self-initiated or leading activities. Children with special educational needs receive satisfactory support through staff working in partnership with parents.

Leadership and management have significant weakness. Staff have little time to meet to plan, develop the curriculum or assess its effectiveness. There is little time to prepare a stimulating learning environment. For example, there is no comfortably prepared book area to encourage positive use of books.

Partnership with parents is generally good. Staff ensure there are informal discussions with parents each day. There is a parents' notice board with relevant information and many parents participate in the parent rota providing a helping hand within the setting.

### What is being done well?

- Children enjoy regular physical play opportunities in the attached covered play space.
- Parents are encouraged to support their children's learning by attending sessions as part of a parent rota.

### What needs to be improved?

- the systems to monitor, observe, record and assess children's developmental progress and promote all aspects of the early learning goals

- the planning of the curriculum and activities to enable children to be suitably challenged
- the opportunities for children to use their ideas to initiate activities and learning opportunities
- the behaviour management strategies to provide children with clear and consistent guidance
- the opportunities for children to use and enjoy books in comfort.

### **What has improved since the last inspection?**

At the last inspection the pre-school were asked to address the following key issues.

ensure staff's management of children's behaviour is consistent, especially in large group situations;

ensure children have opportunities to develop an understanding of their own cultures, needs and beliefs and those of other people;

introduce systematic planning to promote all aspects of the early learning goals.

There has been little improvement in any of these areas. There have been significant management and leadership issues with committee and staff changes that have impacted severely on the stability and continuity of the service and the ability to begin addressing these key issues. These issues continue to have an adverse impact on the children's ability to progress towards the early learning goals and therefore will be carried forward. The issue of diversity will be addressed as part of the Children Act aspect of the inspection process.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Most children are developing personal care skills such as hand washing and putting aprons on and taking them off. Children's behaviour is satisfactory, but they are unsure of adults expectations of them. Children have limited opportunities to select, initiate or lead activities. They become restless in large group sessions and loose interest. Children are beginning to form good relationships with the adults and each other.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children enjoy discussions and hold conversations with other children and adults. They ask questions and more able children use descriptive language to describe real and imaginary experiences. Children are in the early stages of linking sounds and letters. However, there are limited opportunities for children to develop pencil control, form letters or make marks during play activities. They also have limited opportunities to read and enjoy books in comfort.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use basic mathematical language and some are able to count up to 10 in every day contexts. Some children can recognise numbers up to 10, and show an awareness of space and grouping objects. However, incidental opportunities to calculate and estimate within everyday activities are not identified or responded to by the adults supporting the children in their play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children talk readily about past and present events in their lives. At circle times they observe features of the weather and recite simple rhythms to develop understanding of the sequences of the months and seasons of the year. Activities such as planting seeds provide opportunities for children to examine how things grow, what is needed to sustain growth and make comparisons with other living things. However, children have insufficient opportunities to use tools to join and assemble things.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Regular use of the climbing frame and scooters in the covered outdoor play area enable children to move confidently with coordination and negotiate adequate space and move safely both inside and outside. Children have some opportunities to practice and develop their fine motor skills and hand eye coordination when using paintbrushes and pencils. However, limitations of the teaching and planning result in insufficient opportunities for children to develop skills such as scissor control.



**CREATIVE DEVELOPMENT**

Judgement:	Significant Weaknesses
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Children have limited opportunities to explore varied medias such as dough, paint and writing materials as part of daily play. They use them with imagination when provided, however they are not given regular or sufficient opportunities to develop and express their own ideas. All children enjoy singing and children can sing a range of songs from memory and tap in time to simple rhythms within the songs. There are limited opportunities for self initiated play and challenging craft activities.

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

## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Produce a systematic way of planning the curriculum to promote all aspects of the early learning goals, make clear what children are expected to learn and ensure children are suitably challenged.
- Implement a developmental assessment system and link this information to the planning of the curriculum.
- Promote opportunities for children to use their ideas to initiate activities and play experiences.
- Ensure that staff's management of behaviour is consistent and that children are clear about adult expectations.
- Improve and encourage opportunities for children to comfortably read and enjoy books.

*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.*