



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 256747

DfES Number: 581752

INSPECTION DETAILS

Inspection Date 13/01/2004
Inspector Name Carly Louise Thrower

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Brookside Pre-School
Setting Address Brookside Methodist Church, Gunthorpe Road
Gunthorpe
Peterborough
Cambridgeshire
PE4 7TP

REGISTERED PROVIDER DETAILS

Name Brookside Pre-School

ORGANISATION DETAILS

Name Brookside Pre-School
Address Brookside Methodist Church
Gunthorpe Road, Gunthorpe
Peterborough
Cambridgeshire
PE4 7TP

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 Pre-School has been operating for 25 years. It runs from two rooms situated in Brookside Methodist Church, Gunthorpe, Peterborough. Brookside Pre-School serves the local community.

There are currently 53 children on roll. This includes 27 funded 3 year olds and 7 funded 4 year olds. Children attend for a variety of sessions. The setting does not currently support any children with special needs or those that speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 to 11:45am each weekday morning. A rising five session takes place on Monday afternoons during the spring and summer term.

Six part-time/full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification.

The setting receives support from an Early Years Pedagogical worker and a Childcare advisor from the Local EYDCP.

How good is the Day Care?

Brookside Pre-School is providing good care for children. Good use is made of staff, space and other resources which allow children to feel secure and confident in their surroundings. Staff enable children to make very good progress in their development through participating in a range of well planned and meaningful activities. Children demonstrate a warm relationship with staff and enjoy their play.

Children's behaviour is very good. Staff present clear behaviour boundaries which children know and respect. Effective use of praise and clear explanations help children to learn right from wrong. Children are given a variety of healthy and nutritious snacks and extra consideration is given to food preparation and cooking

activities due to a child attending with a severe allergy. Personal hygiene is encouraged through routine activities and staff are good role models. However, staff should ensure that at least one member of staff has a current first aid certificate at all times.

Staff provide a stimulating environment both inside and outside the pre-school. An excellent range of stimulating toys and play equipment, including toys which reflect equal opportunities principles, maintain children's interest and support their learning. Children are given individual attention and their needs are met.

Positive, friendly informal relationships exist with all parent's. Parent's are kept well informed of their child's day and developmental progress and express their extreme satisfaction at the care being offered. All documentation is very well maintained.

What has improved since the last inspection?

At the transitional inspection staff were asked to keep a record of significant incidents and to obtain written permission from parent's for seeking emergency medical advice and treatment.

Staff now have an incident book in both of the pre-school rooms and parent's have all signed a separate permission slip regarding emergency medical treatment.

What is being done well?

- Children are making excellent progress in all areas of their development, through participating in a range of well planned and meaningful activities. They demonstrate very good relationships with all staff and enjoy their play.
- Staff provide a variety of snacks which are healthy and nutritious. Careful consideration is given when preparing snacks or cooking activities for a child with a severe allergy.
- The pre-school has clear behaviour boundaries which children know and respect. Behaviour is very good. Staff make effective use of praise and give clear explanations to help children learn right from wrong.
- Staff have developed good relationships with all parent's. They are kept regularly updated of their child's development by formal progress reports and informal discussions. Parent's are very satisfied with the care being offered.

What needs to be improved?

- staff's up to date training in first aid.

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
7	Ensure at least one member of staff has an up to date First Aid certificate at all times.

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

How effective is the nursery education?

The provision for nursery education at Brookside Pre-School is of a high quality. It enables children to make very good progress in all six areas of learning.

The quality of teaching is very good. Staff plan and provide a broad range of meaningful and stimulating activities for children. They have excellent knowledge and a very clear understanding of the early learning goals in all areas of learning. This is demonstrated through effective questioning and the ability to allow children to think and predict for themselves. Staff value children's ideas and experiences and present activities in an enthusiastic manner to ensure learning is interesting and enjoyable. Activities are effectively evaluated in order to influence future planning and detailed records of children's achievements are kept in order to assess their progress.

The leadership and management of the pre-school is very good. All staff work very well together in their individual teams, as well as a whole and are fully aware of their roles and responsibilities and in the learning intentions for the children. Meetings once every half term allow staff to put forward their thoughts and ideas on planning activities and in assessing the strengths and weaknesses of the setting. All staff contributions are highly valued by the two supervisors.

The partnership with parents and carers is very good. Parents are well informed of the Foundation Stage Curriculum through a clear parent's handbook, regular discussions and photographic evidence of how children learn, separated into the six areas of learning. A parent's notice board and information table is very informative. Parents receive regular updates of their child's progress through viewing their record of achievements and receiving a baseline and transitional assessment. Parents are encouraged to be part of their child's pre-school life through voluntary rota-duty and a home book-bag.

What is being done well?

- Children's confidence within the setting and the high levels of concentration demonstrated when completing tasks.
- Children's development of their imaginations in role play situations.
- Staff's knowledge and very clear understanding of the early learning goals in the activities provided.
- Information provided for parent's on the Foundation Stage Curriculum.

What needs to be improved?

- opportunities for children to talk about numbers and learn about simple

calculation in routine activities.

What has improved since the last inspection?

Brookside Pre-School has made very good progress since the last inspection. The previous key issues were to make clear what children should learn from the activities and link clearly to the desirable outcomes, link assessments of children more closely to planning and ensure children's progress is communicated to parent's on a more regular basis, provide more direct teaching and planned activities based on individual letters by shape and sound and make better use of resources to respond to cultural and religious events, as well as listening to different types of music and dancing freely.

Planning now shows very clear learning intentions linked to the early learning goals in all areas of learning, they plan many activities which allow children to learn about letters through shape and sound and have purchased new resources such as magnetic letter boards to allow children to see and handle letters of the alphabet more closely. Regular observations of children are carried out in the setting and then used to influence any future planning. Parent's receive regular progress reports and are invited to put forward their comments. They can view their child's record of achievements whenever they wish. The setting now carries out planned celebrations of festivals appropriate to the children's ages and stages of development and have purchased a range of resources such as books, props, dressing up clothes etc. Children have regular opportunities to listen to a range of music and to dance freely in the large hall or outside through planned or unplanned activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident and display high levels of concentration when completing tasks. Behaviour is excellent. Children play extremely well together and understand fully the concepts of sharing and taking turns. Personal independence is developing very well, children enjoy collecting and giving out the biscuits at snack time and attempt with determination to fasten their own coats. Staff use snack as an opportunity for children to talk socially about themselves and their families.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident to attempt writing during their play and can easily recognise everyday situations when writing is used such as in the 'office' role play. They learn to recognise, write and link sounds to letters during meaningful activities. Children are given good opportunities to write their name. Children are very enthusiastic about books and enjoy being read to, eagerly anticipating what might happen next. Every opportunity is used to develop children's growing vocabulary.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are very confident to count from 1-10 and beyond and are beginning to recognise some numbers from 1-9. Through the excellent range of activities provided, children show that they can successfully sort and match by size, colour and shape and have a clear understanding of concepts such as longest / shortest, big / little etc. However, there are some missed opportunities for children to explore numbers and simple calculation in everyday routine activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are highly motivated to explore and investigate objects and materials in their environment through the interesting experiences provided, using discussion and all their senses. They learn that objects can change appearance through activities such as baking and melting ice. Children's learning is further stimulated by visitors from the local environment. Children have a very good sense of time and place and can confidently talk about their home environment and how they are feeling.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence and very good control on a broad range of large equipment. They show very good awareness of personal space and that of others. Climbing and balancing equipment is promoted well and children are developing very good co-ordination skills in areas such as throwing and catching. They handle and purposefully use a variety of tools such as scissors and cutlery with increasing control. Children demonstrate good knowledge of health and bodily awareness such as hand washing.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children confidently explore shape, colour and texture using a broad variety of tools and all of their senses such as making their own play dough. They effectively use their imagination in a stimulating range of role play situations, often imitating what they have seen elsewhere such as ironing clothes or changing babies. Children are also encouraged to develop their own stories and ideas. Lively music sessions encourage the children to put actions to music and experience a range of sounds.

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 the following:
- ensure all opportunities are used to talk about numbers and understand simple calculation in routine activities.

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.