



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 108449

DfES Number: 517224

### INSPECTION DETAILS

Inspection Date	02/03/2004
Inspector Name	Elizabeth Juon

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Bray Pre-school
Setting Address	The Village Hall Old Mill Lane Bray SL6 2BW

### REGISTERED PROVIDER DETAILS

Name	The Committee of Bray Pre-school
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### ORGANISATION DETAILS

Name	Bray Pre-school
Address	The Village Hall Old Mill Lane Bray SL6 2BW

## 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

Bray Pre-school opened in 1973. It operates from Bray Village Hall. The pre-school serves the needs of the families in the surrounding area.

There are currently 38 children on roll. This includes 15 funded 4 year olds. Children attend for a variety of sessions. The setting is able to support children with special needs and who speak English as an additional language.

The pre-school opens 5 days a week during term time. Sessions are from 09:15 until 13:00 Monday and Wednesday; 09:15 until 12:00 Tuesday, Thursday and Friday; and 12:30 until 14:45 Tuesday and Thursday.

There are seven staff working with the children. Over half the staff hold appropriate qualifications in childcare with two members of staff working towards a recognised early years qualification.

The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership(EYDCP).

### How good is the Day Care?

Bray Pre-school provides good quality care for children. The majority of the staff team have a relevant qualification and the training programme is ongoing. The staff work well together as a team and are deployed effectively to support the children in their activities. The staff provide a welcoming environment for the children. There is an appealing range of age appropriate toys and activities and an outdoor play area available to the children. All the necessary documentation is in place, including policies and procedures, but some lack the necessary detail.

The staff are aware of the need to maintain a safe environment for the children both inside and outside. Staff promote good hygiene practices when children attend the toilet but the procedures are not as effective during food preparation. The staff have a good understanding of children's individual needs and treat children with equal

concern. They have an understanding of special needs issues and work with parents and other professionals to support children with special educational needs. The staff understand the need to protect children and appropriate procedures are in place to follow if concerned about a child.

The staff ensure all children have equal access to a range of stimulating and interesting activities. The activities are easily accessible to the children. The pre-school provides a selection of resources which promote positive images of society. There are regular opportunities for outdoor play and local outings are undertaken. The children's behaviour is good and encouraged through the effective use of praise and encouragement.

The partnership with parents is good. There is a supportive committee. Parents are welcomed into the group and good relationships are evident between the adults. There are effective systems in place to share information covering all aspects of care.

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

Not applicable.

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

- The staff and children form close relationships. The staff have a good understanding of the children and respond to their individual needs well.
- The selection of toys and activities is accessible to the children. The selection of resources encourages development in all areas of learning and promotes positive images of society.
- Staff organise interesting outings for the children once a month, making good use of the time when the hall is not available to them.
- The partnership with parents is good which is reflected in the positive responses on the parental questionnaires.

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

- documentation, so that the complaints procedure contains Ofsted's contact details and the child protection procedures include Social Services' contact details
- hygiene practices when cooking and when washing hands after messy activities.

#### **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 that anyone responsible for the preparation and handling of food is aware of, and complies with, Environmental Health requirements.
12	Ensure Ofsted's contact details are included in the complaints statement.

## **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 Bray Pre-school is of high quality which helps children to make very good progress towards the early learning goals.

Teaching is very good. Staff have a sound knowledge of the foundation stage curriculum and a satisfactory understanding of the stepping stones to the early learning goals. Their effective planning enables them to provide a wide range of resources and activities to create a stimulating environment which supports children's learning, but there is no differentiation for less or more able children in large group activities. The staff have an observation and assessment system to check children's progress towards the early learning goals. They have a sound knowledge of the stage of development of each child. Children behave well in response to the adults' encouragement and their good role models. There are appropriate systems in place to provide support for children with special needs and children for whom English is an additional language.

Leadership and management of the nursery is very good. There are clear policies and procedures to underpin working practices. The staff team have relevant qualifications and ongoing training is encouraged. The staff work well as a team to support the children. All staff are involved in planning. The staff evaluate the activities provided on a daily basis. Good delegation of roles allows staff members to have responsibility for specific areas, for example special educational needs.

The partnership with parents and carers is very good. The strong links with family and home enable the staff to provide appropriate care and meet the individual needs of the children. Parents are well-informed about children's progress, pre-school activities and routines. There are effective systems in place to ensure that information about their child's progress is shared.

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

- Staff provide resources and practical activities which are appealing, fun and challenging to encourage the development of the children's development in all areas of learning.
- Children gain an increasing understanding of where they live and the wider environment, through role play and a variety of appropriate resources and outings.
- Staff provide good support for children with special educational needs enabling children to participate in all activities.
- Parents are encouraged to come into the nursery and to share in their children's learning. Parents are provided with good written information.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● the differentiation of less and more able children during some large group activities for example, story time.</li></ul>



<b>What has improved since the last inspection?</b>
The key issues from the last inspection have been addressed. Staff's knowledge and understanding of the early learning goals has improved and the assessment and short term planning is now linked to the early learning goals.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are developing independence, are confident, able to concentrate and take turns. Relationships between the children are good, they interact well. The children develop a positive self image and an understanding of others. Staff provide a selection of resources which reinforce children's understanding of the diversity of the local area and wider world.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children are confident communicators and listening skills are good. Staff provide a wide range of play experiences to encourage conversation and to practice writing and recognising their name and simple words. Children enjoy story time and contribute their own experiences. Children show interest in books for enjoyment and for information.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children confidently count to 10 and beyond and recognise numerals up to 15. They do simple sums and calculations in everyday situations. They learn about shape and size and simple mathematical concepts in practical activities. Staff ask appropriate questions to make children think.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children have the opportunity to explore natural materials and make good use of the allotment. The children are confident in their use of the computer and other technology, the tape recorder, phone and till. They talk about personal events in their lives and have a growing awareness of other cultures and traditions. They go out into the local area and displays reflect differences in society.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are given sufficient time to use a variety of equipment to encourage physical development and self-confidence. They use a range of tools confidently and skilfully. Children have the opportunity for outdoor activities. They negotiate space effectively and show an awareness of others. Children are confident and capable when undertaking routine tasks such as visiting the toilet and putting on coats.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use their imagination in role play situations such as in the home corner. Children enjoy singing. Paint and art and craft activities are easily accessible to encourage spontaneous creativity. Staff support children's imagination well and introduce language that enables children to talk about their experiences and express their ideas.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## 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:
- re-arrange activities to differentiate between less and more able children for example at story time or during a maths activity, to enable staff to have a clear opportunity to help children progress in a specific area.

*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.*