



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 218101

DfES Number: 514309

INSPECTION DETAILS

Inspection Date 20/01/2004
Inspector Name Diane Trout

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name BRANSTON PRE - SCHOOL CENTRE AND HOLIDAY CLUB
Setting Address THE VILLAGE HALL
CLAYS LANE, BRANSTON
BURTON ON TRENT
STAFFORDSHIRE
DE14 3ES

REGISTERED PROVIDER DETAILS

Name The Committee of Branston Pre-School Centre

ORGANISATION DETAILS

Name Branston Pre-School Centre
Address 4 Thornescroft Gardens
Branston
Burton-on-Trent
Staffordshire
DE14 3GL

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

Branston Pre-school Centre opened in 1968. It operates from three playrooms within the Village Hall. The Pre-school Centre serves the local area.

There are currently 51 children aged 3 to 4 years on roll. This includes 35 funded 3-year-olds and 14 funded 4-year-olds. Children attend for a variety of sessions at the Village Hall or the Scout Headquarters. Both groups are run by the same management committee and staff work at both sites.

The group opens Monday to Friday during term time. Sessions are from 09:00 until 11:30 and from 12:30 until 15:00. During school holidays the pre-school operate a holiday play scheme for children aged from three to eight years. It operates Monday to Friday and sessions are from 10:00 until 12:00.

There are seven full time staff who work with the children. All the staff have early years qualifications to level 2 or 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP). The group are members of the Pre-school Learning Alliance.

How good is the Day Care?

Branston Pre-school Centre provides a good standard of care for children. They provide a warm, friendly environment for children and their parents. Children are happy, settled and confident. The centre is well organised. Staff use space and resources imaginatively to create a stimulating, orderly and supportive environment for children. The setting's action plan identifies areas for improvement. It is their intention to promote children's independence during snack times. Policies and procedures are implemented, regularly reviewed, individual to the centre and have a positive impact on the children.

Staff have a high level of awareness of risks to children's health and safety. Child protection procedures are implemented, which are robust, fully understood and shared with parents. Staff build warm and trusting relationships with children and

their parents. Staff ensure children's dietary needs are met by providing a range of suitable, healthy snacks.

Staff plan a wide range of practical activities which develop children's knowledge and understanding. Activities are thoughtfully and imaginatively presented. Children are involved and interested in chosen and structured activities that provide stimulation and challenge. They are keen to learn and develop new skills. Staff work well as a team and are committed to improving practice through evaluation and training. Staff have high expectations of children and they respond and behave well.

Partnership with parents is very good. A comprehensive information pack for new parents, regular newsletters, open days and an informative notice board ensure that parents are fully informed about the centre. Parents are given interesting suggestions about how they can be involved and reinforce their children's learning. Developmental records are regularly shared with a child's parents to discuss their child's progress.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff implement policies and procedures, which are clearly understood, individual to the nursery and have a positive impact on the children.
- Staff have high expectations of children and they behave well.
- Children are confident, involved and interested in the wide range of activities which are planned to provide stimulation and challenge. They are keen and eager to learn.
- Staff have a high level of awareness of all risks to children's health and safety. They take all reasonable steps to keep children healthy and ensure the physical environment is safe and secure.
- Staff work well as a team and are committed to improving practice by review, evaluation and training.

An aspect of outstanding practice:

The staff develop warm and trusting relationships with parents. They are given interesting and practical suggestions to be involved with and reinforce their child's learning. Regular newsletters include the centre plans, including stories, songs and activities, and how parents can be involved with their child's developmental progress. Parents are encouraged to help in the centre. The induction programme includes written information in each activity area for parents to understand the learning objectives. Written information, which includes questions and ideas to challenge children, is available for some individual toys and activities. Parents who help are becoming more confident when involved with children's play and activities. The quality of these interactions is significantly enhancing the children's development.

What needs to be improved?

- the implementation of the action plan to replace drink cartons with jugs and cups to encourage children's independence at snack time.

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
8	Promote children's independence at snack time.

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

How effective is the nursery education?

Branston Pre-School offers high quality provision overall where children are making very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff have a sound, secure knowledge and understanding of the foundation stage curriculum and the stepping stones towards the early learning goals. A wide variety of stimulating and challenging practical activities are planned for in and out of doors. Staff use every opportunity for children to learn. Resources are of good quality and are well organised to encourage children to become increasingly independent. Staff question and challenge children during planned and spontaneous activities, to make them think, solve problems and make decisions. The quality of interactions significantly enhances the children's development.

Staff keep records of children's progress through ongoing assessment and observation. A detailed and well planned curriculum, which builds on what children can do, is written after consultation with all staff. Staff have undertaken training to enable them to support children with special educational needs. They work in partnership with parents and other professionals to meet children's individual needs.

The leadership and management of the nursery is very good. Staff and committee are clear about their roles and work very well together as a team. A system is in place to monitor the quality of teaching and identify and address any training needs. There is a strong commitment to training and development.

Partnership with parents is very good. Parents are listened to and kept fully informed about the nursery and their children's progress. Parents are encouraged to help in the group and are very well supported. Opportunities to access records and talk to staff are readily available to all parents. Parents are given information to involve them in the nursery plans and reinforce children's learning.

What is being done well?

- Children communicate well with each other and adults and they build warm, trusting relationships with staff. Children respond well to the staff's high expectations and behave well.
- A wide range of stimulating and challenging activities build on children's interests and develop their imagination and skills in all areas of learning. Staff set challenges for all children that stimulate their imagination and makes them think.
- Children's independence and self esteem are appropriately encouraged and developed by staff. Children are confident to explore and investigate, share

experiences and be challenged.

- Staff work very well together as a team to provide a friendly, supportive environment. They work in partnership with parents to support, build on and extend children's learning and development.
- Partnership with parents is very good. Staff include parents in the pre-school plans and activities, encouraging them to reinforce children's learning. Parents are encouraged to help in the pre-school and are given support to increase their understanding and to question and challenge children.

What needs to be improved?

- Continue to monitor the effectiveness of the provision through evaluation of the curriculum planning and teaching practice. Address identified weaknesses by implementing an action plan as soon as practicable.

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection. The pre-school was asked to improve children's awareness of technology and access to equipment. The pre-school has increased children's access to computers, programmable toys and equipment. Children are becoming increasingly confident and skilled in this area of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in personal, social and emotional development is very good. Children are well behaved, confident and eager to learn. They are proud of their achievements. Children build warm, trusting relationships with staff and demonstrate care and consideration for others. They select work for themselves with increasing independence and take care of their personal needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's progress in communication, language and literacy is very good. Children enjoy handling books and listening to stories. They interact well with each other and adults using an increasing vocabulary and negotiating skills. Children are confident when singing familiar songs and rhymes. Children have very good opportunities to recognise familiar words and develop their writing skills in a variety of play activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's progress in mathematical development is very good. Children are familiar with number rhymes and exploring in practical ways the concepts of addition and subtraction. Children use opportunities well to explore concepts of weight, shape and size through a wide range of practical activities. They use mathematical vocabulary correctly in their play. Children learn to develop their mathematical skills and knowledge during everyday routine activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. They have opportunities to explore their surroundings and, through objects and living creatures, the wider and natural world. They are beginning to learn about other cultures and beliefs. Children use opportunities well to explore and investigate objects and materials and develop their technological skills. They are developing a sense of time by talking about experiences and events in their lives.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in the area of physical development is very good. Children are becoming confident when using equipment to develop gross and fine motor skills. They show control of their bodies when running, dancing, climbing and balancing. Scissors, brushes and pencils are used with increasing confidence. Children have a good awareness of hygiene practices and eating healthily.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children's progress in creative development is very good. Children are becoming increasingly confident when using creative materials and enjoy seeing their work displayed. They are provided with good opportunities to explore colour, shape, texture and music. Children are confident when singing familiar songs and rhymes. They use instruments to create their own sounds and music. Children use role play and drama to develop their imagination and express feelings and ideas through play.

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:
- continue to monitor the effectiveness of the provision through evaluation of the curriculum planning and teaching practice. Address any identified weaknesses by implementing an action plan as soon as practicable.

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.