



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251427

DfES Number: 514044

INSPECTION DETAILS

Inspection Date 14/01/2004
Inspector Name Mary Gilbert

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Brookside Pre-school
Setting Address Gusford School Grounds
Sheldrake Drive
Ipswich
Suffolk
IP2 9LQ

REGISTERED PROVIDER DETAILS

Name The Committee of Brookside Pre-School 299709

ORGANISATION DETAILS

Name Brookside Pre-School
Address Gusford School Grounds
Sheldrake Drive
Ipswich
Suffolk
IP2 9LQ

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 established since 1987 and is located in a self-contained porta-cabin in the grounds of Gusford Primary School on the outskirts of Ipswich.

There are currently 45 children on roll. This includes 42 funded three year olds and 1 funded four year old. Children attend for a variety of sessions. At present there are no children with identified special needs or children having English as a second language.

The group is open for ten sessions a week, 09:15-11:45am and 13:15 - 15:45pm term time only.

There is a voluntary committee which supports the pre-school.

All children are accepted into the provision, from outside the catchment area if there are spaces.

There are six staff working with the children. Three have level three early years qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP). There is also support from a EYDCP special needs teacher.

How good is the Day Care?

Brookside Pre-School provides good quality care for children. Good use is made of the available space, both inside and outside the building. Staff encourage children to develop their independence in promoting good health and hygiene practises. All documentation is well kept, which ensures children's needs are met.

There is a good range of resources and equipment. Children can access some of these independently, but need to be encouraged to help with tidying up. The sessions are carefully planned to promote a range of learning and experiences. However the components of these sessions are sometimes unbalanced. Children

behave well when they are focused on activities, but can become restless when the focus is unclear.

Good safety procedures are in place for the arrival and departure of the children. Comprehensive risks assessments take place on a regular basis, and staff are aware of procedures to follow when children are outside the building.

Relationships with parents are good. The information provided before registration is well presented and clear. Parents have confidence in the care provided by the pre-school, but are not always informed as to the achievements of the children.

What has improved since the last inspection?

At the last inspection the provider agreed to ensure all documentation would be kept on the premises, to add clauses to the child protection policy, ensure a risk assessment was carried out regularly and ensure all staff have been vetted. All this documentation is now in place.

What is being done well?

- Staff are committed to training and professional development to promote their understanding of childcare and early learning.
- The provision of a wide range of resources promote children's understanding of differences.
- Creative use of the premises provide a child centred environment in which the children can learn and build self esteem.
- The safety of children is a priority. Risk assessments take place on a regular basis and staff are vigilant when children arrive and depart.

What needs to be improved?

- Review the organisation of the sessions to provide a balance of activities and resources to meet the needs of all the children. (This refers to staffing, timing of the sessions and the overcrowding of resources)

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
2	review organisation of sessions to provide a balance of activities for children
2	ensure staff are deployed effectively throughout the sessions
3	review resources to ensure selection are sufficiently focused for developing learning opportunities
5	provide opportunities for the children to access resources independently, and be more involved with the tidying up at the end of sessions
8	review opportunities to develop snack time to promote learning
11	ensure all staff consistently apply appropriate strategies to encourage positive behaviour

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 good. It enables children to make very good progress towards the early learning goals in their personal, social and emotional development, and generally good progress in all other areas of learning.

The quality of teaching is generally good. Most of the staff have a reasonable knowledge of the Foundation Stage, although only the manager has attended specific training on this. Staff plan a stimulating and imaginative variety of activities, although the planning and assessment are not always clearly linked to the stepping stones. Assessments are not sufficiently evaluated using the stepping stones and are not shared with parents to enable them to contribute to their child's learning.

Staff develop good relationships with the children and engage meaningfully with them, however, opportunities were often missed to extend the children's thinking and learning. Staff provide a learning environment that positively reflects the diversity of the local community and the wider world. They encourage the children to try new experiences and to develop confidence and independence.

The leadership and management of the group is generally good. The setting is committed to improving the care and education of the children but needs to give consideration of ways to effectively monitor and evaluate this. The pre-school manager has established one staff team and has introduced a staff appraisal system which could be developed to monitor the quality of teaching.

Partnership with parents is generally good. Parents are kept well informed about general events via regular newsletters but, at present, there is no system of ensuring they are informed of their child's progress towards the early learning goals.

What is being done well?

- Children are becoming confident, sociable and independent. They separate from their main carer with assurance and are developing competence with personal care such as hand washing, toileting and putting on coats.
- Children are becoming confident communicators. They initiate conversations with familiar and unfamiliar adults and their peers. They enthusiastically engage in the activities available and freely access the a broad range of books.
- Staff provide an interesting and imaginative range of resources and activities. They link several activities to a theme to promote and consolidate the children's thinking, learning and understanding.
- Children learn about the local environment and community and the wider world through a variety of activities, resources, outings, photographs and

visitors.

What needs to be improved?

- staff knowledge and understanding of the stepping stones and early learning goals
- use of opportunities to promote and extend the children's learning
- the planning and child profiles to ensure they link clearly to the stepping stones
- assessment and evaluation of child profiles and short term planning sheets, to enable planning of activities that build on children's previous learning and to identify any gaps in the planning

What has improved since the last inspection?

There have been considerable changes in staff and management since the previous inspection. Some improvements have been made to planning.

Children have opportunities to link sounds and letters with adult support using the magnetic letter board and alphabet game.

A writing area has been introduced and although some children accessed this, there are still limited opportunities for children to write for a purpose.

There is still little evidence that children are solving mathematical problems in their daily activities.

An assessment system has been introduced but does not link clearly to the early learning goals.

A staff appraisal system has been introduced and needs to be used to assess and evaluate the quality of teaching.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and sociable and are forming positive relationships with the staff and each other. They are interested in the activities and keen to try new experiences. They have substantial levels of concentration when the activity engages them but this wanes during the long period of sitting down part way through the session. They are confident to initiate role play and involve others. They are developing an awareness and appreciation of their immediate and wider communities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children are confident to approach familiar and unfamiliar adults to initiate conversation. They recognise their names and some are beginning to write their names. Although some children use the writing area, opportunities for them to write for a purpose are somewhat limited. Children enjoy and handle books well. They are beginning to link sounds with letters with adult support.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can recognise numerals and can count to ten and beyond. This is reinforced through the number bears and number puzzles. They use mathematical language such as bigger, smaller, heavier and lighter with understanding and are able to make comparisons. They are beginning to recognise shapes and know the names for them. Teaching opportunities to use simple calculation and problem solving during the children's play or at snack time are often missed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show curiosity and interest in their environment and are developing observation and investigative skills. They use tools, such as glue sticks, scissors with increasing skill and are competent with construction. They use telephones and electronic toys with confidence, and demonstrate an interest in the computer, which, unfortunately, is not working reliably. They are interested in their natural environment and local and wider community. They are developing an awareness of varying cultures

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are aware of their own needs and have good hygiene practice. They use both large and small play equipment with increasing competence, co-ordination and skill. The outdoor area gave children opportunity for exercise and to increase and develop gross motor skills, however, there is limited alternative provision if the weather prevents outdoor play.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are able to explore a broad range of textures, media and materials, both natural and man made. They use various techniques for colour mixing and collage work. Eg powder paint mixed with ice cubes and shaving foam snowmen. They explore and use all their senses eg growing, cooking and eating runner beans. They are adept at using resources to support their role play. There are insufficient opportunities for children to experience and enjoy rhythm, rhymes, music and musical instruments.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- Utilise opportunities as they arise to promote and extend the children's learning
- Improve the planning and the child profiles to ensure they link clearly to the stepping stones. Utilise evaluation and assessment of these to build on children's previous learning and to identify any gaps in the planning

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.