

Brant Broughton Pre-School

Inspection report for early years provision

Unique reference number	253729
Inspection date	23/09/2010
Inspector	Susan Rogers

Setting address	Brant Broughton C of E, Mill Lane, Brant Broughton, Lincoln, LN5 0RP
Telephone number	01400 279 061
Email	
Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Brant Broughton Pre-School is managed by a committee and was registered in 1974. It currently operates from a portable classroom in Brant Broughton Primary School. The provision is based within a small rural village community. Children have access to a secure enclosed outdoor play area. The group serves the local surrounding villages.

The setting is registered by Ofsted on the Early Years Register. A maximum of 18 children aged from two to five years may attend the setting at any one time. There are currently 32 children on roll who are within the early years age range.

Children attend for a variety of sessions. The setting is open Monday to Thursday from 9.00am to 3.15pm and from 9.00am until 12 noon on Friday, term times only. The setting is in receipt of funding for early education.

The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

There are four members of staff, including the manager, who work directly with the children. Of these, one has a level 5 early years qualification, two have a level 3 qualification and one has a level 2 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and well-settled in the homely and inclusive environment that the setting provides. Skilled practitioners place a strong emphasis on promoting children's independence, resulting in children being confident and self-assured. The successful partnerships with parents, carers and other agencies ensure children's needs are met so that there is positive progression in their learning and development. The risk assessments are mostly effective in protecting children and minimising risks. The setting has identified areas for improvement, such as increasing children's opportunities to learn through play outdoors, through an action plan and measures its effectiveness by consulting regularly with users and stakeholders. The observation and assessment of children, records their progress and individually identifies the next steps in their learning journey. Consequently, the setting is well placed to continue improving in the future.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further children's access to an outdoor play area to extend learning and development opportunities for all children

- further extend risk assessments, so that these cover anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

Children's welfare and well-being are effectively promoted as the setting has mostly good procedures in place for safeguarding children. Staff have a good knowledge of child protection issues and keep updated and informed of Local Safeguarding Children Board procedures by attending training. Effective recruitment of staff includes checks on their suitability and induction training. Regular staff appraisals are carried out to identify training needs and to support professional development. Documentation is mostly effective and the risk assessments are regularly completed, but currently do not fully analyse all potential risks.

The team of skilled and committed staff demonstrate high levels of enthusiasm and are committed to promoting positive outcomes for children. A system that measures the effectiveness of the setting is in place, together with an action plan identifying areas for improvement. Currently, children's access to the outdoors is limited as this area is shared with the school. However, plans are in place to enable children to have more frequent access to the outdoor area and this demonstrates how the setting is keen to drive future improvement, extending learning and development opportunities for all children.

Effective exchanges of information regularly take place as there are good relationships with parents. Children's assessments record their progress against each area of learning and individual planning accommodates the next steps in their development. Children's records are shared with their parents and accommodate their starting points when they commence at the setting. Parents are well informed of their children's progress and activities through newsletters and frequent discussions with key workers. Arrangements for children with special education needs and/or disabilities are in place and staff work effectively with parents in meeting children's individual needs.

The quality and standards of the early years provision and outcomes for children

Children's independence is actively promoted as they help organise the table at snack time and clear away resources when an activity has ended and children are mature and considerate in their approach towards others. They freely access a varied range of resources in order to enjoy their self-chosen play. They are encouraged to choose their activities, selecting which shade of paint they need as they dispense and mix their own paint from easily accessed dispensers. Children's language skills are developing extremely well as they actively discuss what they see and experience during the session. Circle time enables children to discuss how they are feeling and appreciate the feelings of other children.

Children feel secure and safe in the setting as staff monitor their activities and both encourage and praise their achievements. Staff have a thorough knowledge of individual children's needs, which enables children to feel well cared for. Staff consistently support children's activities, asking questions and offering challenges to their learning as they talk to children and suggest different activities. Children are eager and curious learners, asking questions and being ready to discover and learn whilst they play. Children delight in discovering new sensations as they scoop and pour corn flour mixed with water. They experiment by building structures with boxes, and form shapes by gluing different sized boxes together. They are beginning to recognise the text that forms their names as they collect their name cards during registration. They listen attentively to stories and offer their own opinions during conversations and discussions. They talk about the world around them as they discuss their lives at home. Children are also encouraged to discover insects and plants whilst they visit the sensory garden within the school grounds.

Role play is a favourite activity amongst the children, who always remember to include each other in their play activities. Children are encouraged to develop friendships and an appreciation of the needs of others. Verbal communication is effectively promoted as children chatter and engage in conversation with their friends and the adults. Children frequently use mathematical language in their play. They make long and short chains with linking links and find out how strong it is as they pull against each other.

Children's health and well-being are promoted effectively, as they learn in a practical way about healthy eating. They observe the growth of vegetables, noting the difference when tomatoes that are grown in the shade grow more slowly than those grown in the sun. Children have the opportunity to grow some vegetables and fruit, harvesting them for their meals when seasonally appropriate. Discussions that take place around the snack table encourage children to appreciate the benefits of eating fruit and nutritious food. Well-practised routines and effective documentation protects children against illness and infections. Children are developing excellent skills at the setting, which will assist them very well in their future learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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