

Brinkworth Butterflies

Inspection report for early years provision

Unique reference number	199420
Inspection date	20/09/2010
Inspector	ISP Inspection

Setting address	Brinkworth Village Hall, Brinkworth, Chippenham, Wilts, SN15 5AF
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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*.

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Description of the setting

Brinkworth Butterflies Pre-School opened in 1969. It operates from the village hall, with access to an outside play area. The pre-school serves the local rural area. There are currently fifteen children from two to five years on roll. This includes funding for three and four-year-olds. Children attend for a variety of sessions. The pre-school supports children with special needs. At present there are no children attending who speak English as an additional language. The Pre-school is registered on the Early Years Register to provide care for 20 children in the early years age group.

The group opens for four mornings a week during school term time. Sessions are from 09.00 until 3.00pm Mondays and Fridays and 9.00am Tuesday and Wednesday. The pre-school is operates at a different setting on Thursdays, at the Earldampsy School, Brinkwoth. Lunch club is offered on Mondays and Fridays.

Two full time members of staff work directly with the children. Both staff members have recognised early years qualifications at level three and five. The setting receives support from the local authority Advisory Teacher, Child Development officer and an Early Years Inclusion Advisor The pre-school is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming learning environment, where the staff are warm and friendly. Children's welfare her needs are support well. There are good arrangements in place to ensure children's safety and their well-being. All staff have a positive approach work. They are effectual in their support to the children and help them make good progress in their learning and development, and to meet their individual needs. The setting uses an effective self-evaluation system to indentify their strengths and to put steps in place for improvements. The pre-school has good capacity to further enhance the care and learning offered to the children.

What steps need to be taken to improve provision further?

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

- provide a range of resources that help enhance the children's understanding of keeping themselves safe when using the roads
- develop further understanding of equality and diversity in order to help children to embrace differences and learn to repect other cultures and religions

The effectiveness of leadership and management of the early years provision

The pre-school environment is safe and secure for the children due to robust risk assessment process. The staff ensure all areas of the premises accessible to the children, including the outdoor areas are appropriately checked daily. All Staff are aware of their responsibility in promoting a safe environment and promoting children's understanding of keeping themselves safe. With the staffs commitment to helping children increase their understanding, they have identified the need to enhance their resources and to promote children's awareness of road safety. The pre-school plans to invest in the resources to enable this. The staff takes a professional approach to their role in safeguarding children. For example all the required policies and procedures are in place, including the procedure to follow in the event of an allegation being made against a member of staff and the appropriate checks for adults working directly with children. The staff have a sound understanding of the signs and symptoms of child abuse and the manager has increased her knowledge by completing a level 4 child protection course, as a result the arrangements for safeguarding children are robust.

The pre-school has a solid commitment to ensuring that all the information which underpins effective management is shared with the parents, and that all policies and procedures are easily accessible to them. The staff ensures the children's progress is well monitored and they all move forward from their starting points. They routinely support every child to make certain their individual needs are met and that no child is at a disadvantage. Activities are planned to make sure all children are included and that they receive an enjoyable and challenging experience across all six areas of learning and development.

The pre-school suitably promotes equality and diversity. Children's individual needs are appropriately met. There is a good range of resources that reflect positive images of diversity, however the group has identified that they need to increase their knowledge and understanding. This needs to be done so that they can support and help children to embrace differences in religion, cultures, and to help children see ways in which these cultures and beliefs are similar and show the need for them to be treated with respect. Staff are aware of children with special educational needs and /or disabilities and where appropriate children would receive good support from the staff. The group is working closely with other settings that the children attend, such as the local nursery. They have a very good relationship with the local school and the reception class teacher; this enables the sharing of information in order to promote the continuity of the children's learning and development.

Children's independence is well supported, they are all given the opportunity to carry out small tasks, such as washing their plates and cups at snack time, they are able to choose when they eat snacks, they learn to select their names and stick it on the board to indicate when they are ready to eat. They are developing a good understanding of the routine of the setting. Children are learning to take turns and share, they are able to select and use resources independently, successfully

building their confidence and self-esteem. There are suitable strategies in place to manage children's behaviour according to their age and stage of development. The staff ensure they have a positive approach to managing children's behaviour, such as lots of praise and encouragement.

The pre-school self-evaluation procedure is effective in raising the standards. The group has addressed the recommendations made at the last inspection and have identified aspects for improvements such as increasing resources to enhance the children understanding of being safe on the road.

The staff have an excellent relationship with the parents, they work very well together, enabling an effective two-way communication, where information is shared effectively. The information held on the children is comprehensive, significantly enhancing continuity in both care and learning. From discussion with the parents, they are very happy with the care and education their children are receiving.

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

The children's learning is well supported through the provision of good range toys and resources and a well-planned, interesting environment and interaction with supported staff who enable children to learn through play. There is a good balance of adult-led and child-initiated activities. Children enjoy a variety of interesting activities both indoors and outdoors, they also have good opportunities to develop their physical skills, through exercises such as running and kicking balls, riding on bikes and scooters. Children are able to negotiate their way around the indoor and outdoor space confidently and avoided crashing into each other. Children enjoy activities such as cooking which help them in developing their understanding of problem solving, reasoning and numeracy. Children enjoy playing with sand, water, and dough, construction toys, looking at books and listening attentively at story time. They enjoy the experience of using mark marking materials, art and craft or using their imagination and creative skills during imaginative play. Children are developing their communication skills as staff spend time talking to them. Staff use effective open ended questioning, during play to help children think critically, such as, "what do you think is going to happen". They are encouraged to ask questions and develop their confidence in participating in conversations. Children are encouraged to sustain involvement and persevere with a task. Children are making good progress in their learning and development.

The room is bright and welcoming and is organised well to meet the needs of all the children. All toys and resources are easily accessible to the children. Free-flow planning is effective and children are able to make suitable choice of activities both indoors and outdoors.

The staff carry out regular observations and record these in each child's learning journeys. They are able to link appropriately the six areas of learning to all activities and through their observations plan the next steps in each child's learning and development. The Staff have a good knowledge of the Early Years Foundation Stage learning and development requirements. The group helps the parents to understand how children learn through play and the Early Years Foundation Stage by sharing with them an electronic photograph album of the children participating

in a range of activities.

Children's healthy lifestyle is supported well. They enjoy regular physical activities and learn about healthy eating. Children are helped to manage their own personal hygiene with suitable support from the staff. Staff are aware of the children's dietary needs and work with the parents to ensure children are provided with appropriate snacks. Children are helped to understand how to keep themselves safe through the frequent practice of the evacuation procedures.

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	1

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	2

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