

Brampton Pre-School

Inspection report for early years provision

Unique reference number	115236
Inspection date	13/09/2010
Inspector	Deborah Starr

Setting address	Brampton Way, Portishead, Bristol, BS20 6YN
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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*.

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

Brampton Pre-School was registered in 1988 and is located within single storey premises in Portishead, North Somerset. The pre-school is managed alongside a sister provision in the local area by the Portishead Partnership. Children have access to an enclosed outside play area.

The pre-school opens Monday to Friday from 9am to 12 noon and 12.30pm to 3.30pm. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They are registered for 20 children under eight years of age. A maximum of 20 children in the early years age group may attend at any one time. There are currently 63 children on roll all of whom are in the early years age group. The pre-school offers support to children who have special educational needs. The pre-school receives funding for the provision of free early education to children aged three and four years. The pre-school employs six staff and of these five staff hold appropriate early years qualifications. Of these, one is a primary school teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff's knowledge and awareness of children's individual needs enables them to support their welfare and development generally well. The systems of assessment, however, are not sufficiently well developed. Required documentation is maintained appropriately and shared with parents. Partnerships with parents are established and information is exchanged; however, this is not yet fully effective to ensure continuity in children's learning and development. Effective links with all other early years providers are not well established. Staff demonstrate a positive attitude and commitment to continuous improvement, through steps taken to improve the setting and identified future plans. The process of self-evaluation, however, is not yet fully effective to ensure an accurate assessment of all areas for further development. As a result the outcomes for children are broadly satisfactory.

What steps need to be taken to improve provision further?

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

- develop further the system of planning so that observations gathered are used effectively to track children's progress and all staff are familiar with children's identified next steps so that they are able to support individual children by offering suitable challenges
- develop further the two way flow of information with parents and other early years providers to ensure continuity in children's care, learning and

development

- develop further the system to monitor and evaluate the quality of the provision to ensure good outcomes for all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because staff have sufficient knowledge and understanding of child protection issues and reporting procedures. Appropriate arrangements ensure all adults working with children have undergone appropriate vetting procedures. Required documentation and procedures ensure the safe running of the pre-school. The provision carries out risk assessments of the premises and outings and suitable actions are taken to minimise hazards. Staff plan the layout of all play areas effectively to offer an interesting range of activities and resources that reflect the six areas of learning and which are accessible to all. For example, children make marks in the outside play space using resources, such as chalks, felt pens and water.

Staff form positive relationships with parents who speak very highly of the care given and progress their children make. Staff regularly exchange verbal information about children's achievements and parents are able to attend an open meeting with their child's key worker prior to their joining the group. Parents are able to view their children's learning diaries and are encouraged to share their children's achievements from home through the use of 'wow' stickers. These opportunities do not, however, ensure an effective focused exchange and two way flow of information so as to bring continuity in children's learning and development as children's next steps in learning are not clearly identified. The provision identifies children who attend other early years settings and has recently started to make links through discussion with some providers and the availability of communication books; this process is not yet well established. Staff work closely and effectively with other agencies that support children with specific individual needs.

Staff take time to reflect upon their practice and provision and have taken some steps to revise procedures, such as risk assessments and extend resources that, for instance, support problem solving, reasoning and numeracy. Future areas for development have been targeted, such as the development of the outside area. Consequently, the provision demonstrates a commitment to continuous improvement. However, this process of review and self-evaluation is undertaken largely by the staff and is not yet fully effective as all aspects of the provision are not fully monitored. As a result, this does not at all times ensure the best possible outcomes for all children.

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

Children are supported sensitively by staff when settling into the group. Children are at ease and most are actively engaged and enjoy self-selected activities and resources throughout the session. Less assured children are effectively supported to participate in new experiences, such as large group activities. Children overall make satisfactory progress in relation to their starting points. Staff have a good overall understanding of how children learn and develop through activities and resources that reflect their interests. Staff, however, do not use their systems of assessment effectively to regularly record and evaluate their observations of what individual children know and can do, and do not use these to identify children's next steps in learning so that they are able to track and effectively support individual children's progress. Key workers have an overview of their key children's development, however, this is not effectively shared with their co-workers. Therefore, staff are unclear as to suitable challenges and how they support the individual needs of each child attending. For example, children are inquisitive about living things in the outside area. They observe snails in the play house. Staff encourage children to recall and count how many they have seen, however, they are unaware of suitable challenges in mathematical understanding for each child. Children manipulate, mould and prod dough to re-create a snail as seen in the outside area using the interesting resources provided. They play cooperatively with other children sharing dough and including others in their play. Children show interest in information resource books accessible on the table. Staff ask open-ended questions and role model, rolling and shaping, which children attempt. Staff, however, are unable to effectively support individual children's next steps as assessment systems does not identify children's progress in all areas of development. Children develop an understanding of their local communities through visitors, such as the fire brigade, police and health carers. Children's diverse backgrounds are respected and reflected in resources, some activities and involvement of parents.

Staff safeguard children through procedures that promote their safety, such as the recording of visitors to the premises and regular practise of evacuation procedures. Children demonstrate their understanding of how to keep themselves safe through their imaginative play, for example, in the home corner. Children develop an understanding of healthy lifestyles through healthy snacks, free flow access to outside areas and opportunities for physical activities through music and movement. Staff's considered and calm approach helps young children develop an understanding of what is expected of them. Props used by staff to gain children's attention help them understand the routines of the day. Children play cooperatively together, share and take turns and as a result develop skills for the future.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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