

Braunston Pre-School

Inspection report for early years provision

Unique reference number	219931
Inspection date	06/12/2010
Inspector	Hayley Lapworth

Setting address	Braunston Village Centre, The Green, Braunston, Daventry, Northamptonshire, NN11 7HW
Telephone number	01788 816642
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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

Braunston Pre-School opened in 1975. It operates from a village hall in Braunston near Daventry and serves the local area. The setting is easily accessible to all.

The setting is registered to care for 26 children aged from two to eight years, at any one time. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 35 children in the early years age group. The setting opens Monday, Tuesday, Wednesday and Friday morning from 9.05am to 12.05pm and opens for an extended session on a Thursday from 9.05 am to 12.35pm.

The setting employs eight members of child care staff, of which six hold appropriate early years qualifications from level 2 upwards. Two staff members are working towards a 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 keen to access the resources that are on offer. Staff offer an inclusive and welcoming service to both children and their families. Children are fully safeguarded. Most potential hazards are included on the written risk assessments and some measures are taken to ensure safety in the event of an emergency evacuation. The environment is well organised, making good use of the space available. Where children attend more than one setting, relationships with other providers are good. The management team have a clear vision for the future and demonstrate a positive attitude towards continuous improvement.

What steps need to be taken to improve provision further?

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

- make sure the emergency evacuation procedure is prominently displayed in all areas at all times
- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well being.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe, secure setting. Management deploy staff effectively to ensure children are well supervised at all times. Required ratios are often exceeded and children receive high levels of one-to-one support. The clear safeguarding policy, along with the staff's good understanding of child protection procedures, results in children being fully protected. Children are further

safeguarded by the settings robust recruitment, vetting and induction procedures which help ensure the suitability of staff who work with the children. A risk assessment supported by daily checking procedures ensure that potential hazards are identified and minimised. However, these are not all included on the written risk assessment which may impact upon the children's overall safety.

At the last inspection two recommendations were raised, both of which have been fully addressed. Staff are keen to improve the quality and standards of the provision for children, taking time to discuss their practice and their plans for the future. For example, they are presently discussing structural changes within the village hall. They are actively using a self-evaluation process which identifies their priorities for the future. The manager and staff work as a cohesive team, and together they have completed a range of courses and training workshops to compliment their existing early years qualifications. This enhances the quality of the provision.

Staff are proactive in identifying children's need for additional support as early as possible. They actively share information and records with parents and inter-agency teams to ensure each child receives the support they need from an early age. Each child is recognised for their uniqueness and staff encourage all children to learn to value differences and diversity. In discussion, the staff explain how they ensure that the needs of children who have English as an additional language are met, for example, by obtaining as much information as possible about each child's individual needs from parents. The manager and staff have implemented purposeful links with practitioners where children attend more than one setting. For example, a communication book is used which includes information on how children settle, their preferred play and how they cope in group situations. This ensures information is readily shared and used to promote children's achievement and well-being.

The staff are very welcoming and friendly towards the children, their families and visitors to the setting. Good relationships are developed with parents and carers. This means they are well informed about the provision and are able to share quality information about their children's care needs. Parents are provided with a range of written policies and procedures, including ones relating to complaints, behaviour and equal opportunities. Parents are encouraged to express their views about the setting through a variety of methods, for example, by completing parental questionnaires and through discussion with staff. Parents spoken to during the inspection commented positively on many aspects of the provision. For example, they state that if the staff have any concerns about the children's development, parents are immediately consulted. They also advise that their children are happy to attend and settling in procedures are sensitive towards the child's needs. Parents are valued as they are asked to share what they know about their child on entry. Observation sheets for parents to use at home are also being developed to encourage them to contribute towards their children's learning journeys.

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

Most children are happy and confident individuals. Many are keen to share what they like about pre-school and talk with the inspector about the games they are playing, for example, 'I am taking my dolly to the shops' and 'I like it here because I can play with my friends'. Those who are less settled on arrival are comforted by staff and soon become involved in the good range of opportunities that are on offer. This is because the staff know them well and are sensitive to their needs. The staff also have a good understanding of the Early Years Foundation Stage and how young children learn. They are aware of the children's preferred learning styles and provide activities accordingly. These activities range from hands on experiences in making reindeers and calendars to take home as gifts for their parents. Staff effectively monitor snack time and activities to ensure the children have opportunities to be involved in all the activities that are on offer. Staff undertake a number of planned and spontaneous observations of the children's learning and effectively identify the next steps in their learning journeys. As a result, children are making good progress across the six areas of learning.

Children are developing good skills for the future. This is achieved through accessing a good range of technology, for example, computer programmes and cameras. They are encouraged to take photographs of their play dough creations and share the pictures with their friends. These photographs are also promptly printed so that the children can take them home to share with their parents and carers at the end of the session. As a result, they can share their learning and feel proud of their achievements. Children are also given opportunities to use cameras to take photographs of things that interest them. Some enjoy taking photographs of their friends, which they then enjoy looking at together.

Children's communication, language and literacy is effectively promoted. They access books frequently throughout the session and enjoy reading alone, with their peers and with the support of the staff. Group story time is effectively used to mark the end of a pre-school day. Children learn a good range of vocabulary through conversations with the staff. For example, during a creative activity they are introduced to new words like 'cinnamon' and 'spice'. They are also encouraged to think for themselves. For example, staff ask them 'what have you made and can you show me how to make one?' Consequently, children feel valued and their self-esteem is enhanced.

Children are well cared for at times of minor accidents as the majority of staff hold valid first aid certificates and the first aid box is appropriately located for easy access. As a result, children's health needs are promoted. Clear health records are completed and children's specific medical needs are known by staff following discussion with parents. A written policy is in place that the setting shares with parents informing them of illnesses that will mean their child should not attend. A thorough procedure is in place for the administration of medication. Children learn good practices with regard to hygiene routines and personal care. For example, hand washing and using tissues when they have a cold. Snacks provided are healthy and nutritious and are thoroughly enjoyed by the children. They are

provided with a variety of fresh vegetable sticks, fruit and cheese straws. Children learn about their own safety in the event of an emergency as they are involved in practising the fire evacuation procedure regularly. Drills are recorded enabling staff to evaluate their practice. However, the emergency evacuation procedure is not prominently displayed in all of the areas used. Therefore, the safety of children, their families and visitors is potentially compromised.

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	2

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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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