

The Brambles Community Pre-School

Inspection report for early years provision

Unique reference number

EY222661

Inspection date

19/01/2011

Inspector

Jacqueline Munden

Setting address

Byron Road, Southampton, Hampshire, SO19 6FH

Telephone number

07842 241499 02380917637

Email

preschoolbrambles@yahoo.co.uk

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Brambles Community Pre-School has been registered since 2007. It is managed by a committee of parents. The pre-school operates from a room in the Sure Start Children's Centre building situated on the grounds of Thornhill Primary School in Southampton. Children access an enclosed outdoor play area. The pre-school serves the community in Thornhill and surrounding areas of east Southampton.

The pre-school opens Monday to Friday, during term times only. Sessions are from 9am to 11.55am and 12 noon to 3pm. A lunch club is provided for children staying all day or arriving for the afternoon session.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children aged from two years to under eight years may attend the pre-school at any one time and of these, 32 may be in the early years age group. There are currently 71 children on roll aged from two years to four years.

The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school has systems in place to support children with special educational needs and/or disabilities, and who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The enthusiastic, well qualified staff team and strong committee work together and are significant in the success of this setting. Regular and rigorous, self-evaluation ensures that priorities for development are identified and acted on, which results in great improvements since the last inspection. Continuous improvements come about through on-going plans, such as those to further develop the outdoor play area. Extremely thorough policies and procedures ensure all children's health; safety and welfare are promoted at all times. An exceptionally high emphasis is placed on ensuring all children are included, so meeting each of their individual needs, which results in them all making immense progress in relation to their starting points, overall. This is supported through the very strong relationships forged with parents and others involved in children's care.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- building upon the good practice already in place for outdoor play and learning to provide further opportunities for children to experience exciting and stimulating experiences outdoors.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded due to robust recruitment arrangements. Vetting procedures ensure all adults are suitable to work with children. Staff are trained in child protection and are aware of the appropriate procedure to follow should they have a concern regarding children in their care. Risk assessments are used extremely effectively to ensure all children are kept safe and healthy. Great care is taken to identify and deal with possible hazards. For example, in icy weather conditions, staff assess the risk as too high for children to use the castle climbing equipment outdoors. A comprehensive range of records and procedures underpin the safe and smooth running of the setting.

Meticulous organisation and an absolute commitment to promoting equality and diversity is significant in ensuring all children are valued and included. Children with special educational needs and/or disabilities, and those who learn English as an additional language, are welcomed into the pre-school. They are supported by extremely caring staff who use very good strategies to help children quickly settle and feel part of the provision. Very effective links are made with parents, other agencies and outside professionals involved in children's, care and development. Staff support children with speech and language difficulties extremely well. Makaton is used to help children communicate and express themselves, including those developing their use of English. Words in children's home languages are used to help them settle. Staff carry picture cards that children can look through to find what they want to play with or show how they feel. Staff are sensitive to the needs of children and families offering help as needed. Parents report feeling very welcome in the pre-school and greatly supported. They enthuse about how the home visits, made by children's key workers have helped their children settle. They feel totally included in the decisions made and enjoy having free access to and being involved in their children's development records. Children benefit greatly from a fully inclusive, vibrant and easily accessible environment that is organised to ensure wheelchair access for children and parents. All areas are superbly organised and resourced, providing sufficient stimulation and challenge to every child, both indoors and outside although this is an area that staff plan to develop even further.

The management committee and staff continuously strive to seek ways in which to drive improvement in all aspects of the provision. All staff show a strong commitment to developing their professional skills. They use extremely effective systems to reflect on their practice and the success of the activities they provide. Parents and children are invited to comment on and make suggestions of what they would like in the pre-school. This leads to improvements in outcomes for children, for example, by widening the variety of foods for snack time. So far, children have enjoyed tomato soup and cheese and crackers along with their fruit.

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

Children are extremely happy and settle very quickly into the caring and vibrant atmosphere of the pre-school. They thrive, making outstanding progress in all aspects of their learning and achievement in relation to their starting points. This is because of the effective key worker system that ensures each child feels secure and has their individual learning and welfare needs planned for and met exceptionally well. Effective systems are used to monitor children's progress; development plans show what the setting plans to do next. The excellent planning of the room and garden, and the huge range of accessible resources, provide a stimulating environment for children to explore and learn.

A strong focus is placed on helping children develop skills for the future. They use a wide range of electronic equipment successfully, such as a digital cameras and computers. Children develop early writing skills, with some writing their names clearly. Children use books frequently throughout the session. They benefit from the book lending system, sharing books with families at home. Children use number bricks to fill a tray, counting as they go. Children make a positive contribution as they learn about the world they live in through using resources that promote a multi-cultural society. They demonstrate high levels of self-esteem as they talk to adults and other children. They learn effective ways to manage their feelings and can take turns when playing.

Children spend vast amounts of time outdoors in all weathers, developing useful physical skills and learning to care for the natural environment. They make compost using the waste from fruit they eat at snack time and leaves they collect. Children grow vegetables that they cook and eat or take home to share with their families. Children learn about healthy lifestyles extremely well. They know they need to wash their hands to remove germs before eating and after handling the giant land snails. Children learn to use tools, such as scissors, appropriately. They learn to take calculated risks through their everyday play but also to follow rules that help them to be safe. For example, they know only to use certain outdoor equipment when it is safe to do so.

Staff are skilled at making the most of every opportunity to help children learn through the constant use of stimulating and challenging communication. As children feed the giant land snails, they are encouraged to count them, and describe how they feel when held. Children with additional needs are closely supported. This high level of support and encouragement given has a very positive impact on those learning English as an additional language. Many use English competently very quickly after starting and this helps them form friendships.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
--	---

Outcomes for children in the Early Years Foundation Stage

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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