

Bramble Hedge Pre-School

Inspection report for early years provision

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EY289565

Inspection date

17/01/2011

Inspector

Zahid Aziz

Setting address

St. Marys C of E Primary & Nursery School, Grange Road,
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Telephone number

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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

Bramble Hedge Pre-School is run by a voluntary parent committee. It was registered in 2004 and operates from a classroom in St. Mary's C of E Primary and Nursery School, in Riddlesden, West Yorkshire. Children have use of one playroom and have access to a secure enclosed outdoor play area. A maximum of 20 children aged under eight years may attend the setting at any one time. The setting currently takes children from two to five years of age. The setting is open during term time only on Monday to Friday from 9.15am to 11.45am.

The setting is registered by Ofsted on the Early Years Register. There are currently 24 children on roll all of whom are within the early years age range. The setting is in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are nine members of staff who work directly with the children. Of these, two members of staff hold Qualified Teacher Status, one also holds Early Years Professional Status, four are qualified with a National Vocational Qualification (NVQ) at level 3, one at level 2 and one is working towards a level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are welcome and fully included in all activities because the pre-school is led and managed well. Staff are very effective in ensuring that the needs of children are met successfully. All children are well cared for, happy and settled. They are becoming independent learners as they make particularly good progress in their social development. The pre-school has addressed identified areas for improvement well since the last inspection. It knows the strengths and areas for improvement and generally effective self-evaluation demonstrates good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- develop the quality improvement processes further as the basis of ongoing internal review, assessing what the setting offers against robust and challenging quality criteria.

The effectiveness of leadership and management of the early years provision

The safeguarding of children is effectively promoted through the detailed child protection policy. All staff are appropriately vetted and have a secure

understanding of their roles and obligations. The manager is very well qualified and has a clear understanding of her management responsibilities. She ensures that her staff are aware of their child protection responsibilities.

Rigorous risk assessments are completed to ensure a safe environment in which children can play.

The manager is continually looking at ways of developing the provision and all staff work well together to this end. While self-evaluation highlights areas for development, the identification of robust and challenging targets are not consistently set. The necessary documentation for the effective running of the pre-school is stored securely and can be accessed easily by staff. The setting reviews all documentation and this supports the process of continuous improvement.

Staff are effectively deployed to support each child in their learning and play. Children make choices and access a good range of play equipment, indoors and outdoors throughout the session. The outdoor play area has soft surfaces ensuring that children are safe when using toys and climbing equipment. Children are valued in the setting because staff recognise and promote their differences. Signs in different languages help staff and children who speak English as an additional language to communicate effectively. Links with the community and host school are strong. Children benefit from their familiarity with school procedures as they use the hall, toilets and outdoor resources. Parents and carers are kept well informed about their child's development and progress, and their views are sought and valued. Parents are full of praise for staff who provide support and reassurance to them and their children.

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

The positive skills of staff and the high adult to child ratio ensure children feel safe and enjoy each session. As a result children are eager to attend, enjoy their learning and progress well. Children form good relationships with their key workers. They are often keen to remain in the pre-school after the session has ended. Their progress is monitored carefully and evidence is shared with their parents. Their personal, social and emotional skills are developing well. For example, they sit together and pour their own drinks at snack time. Effective learning experiences ensure that their speaking and listening skills are developing well. Adults discuss things with children and listen to their ideas. Further activities place emphasis on children's understanding of numbers and key words. Children show that they understand about healthy eating and enjoy trying different foods that include fruit, vegetables, and milk.

Children wash their hands before snack and after messy play and understand the importance of good hygiene routines. They make a positive contribution and demonstrate responsibility as they help to put away equipment. This ensures that all children feel valued and supports the inclusive ethos of the pre-school. Children are learning to recognise their own names and practise their early literacy skills through a wide range of meaningful activities.

The pre-school uses available space well to provide a wealth of interesting activities which engage all children. The organisation of the room used for indoor play enables children to access the full range of equipment. Children show developing skill as they operate simple computer games to practise number skills. Staff use effective questioning and strategies to extend children's vocabulary. For example, children eagerly name shapes and insects that they recognise. Effective use is made of the available outdoor area to add a further dimension to children's play activities and learning experiences. This results in children's choice being actively promoted as they enjoy free-flow play. Further learning experiences are provided through using the school facilities. Children really enjoy energetic physical play activities in the school hall.

Children are made aware of the multicultural society by finding out about different lifestyles, food, clothing and costumes. They learn about the world around them and aspects of different religions by visiting the local church for example. Children are confident, happy learners and greet visitors with enthusiasm and have a real eagerness to share their play activities. The good provision and links with the host school prepare children well for transition to their next stage in 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	2

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