

Bray Pre-school

Inspection report for early years provision

Unique reference number	108449
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Inspector	Glenda Pownall

Setting address	The Village Hall, Old Mill Lane, Bray, Maidenhead, Berkshire, SL6 2BW
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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

Bray Pre-School is run by a parent committee. It opened in 1992 and operates from the village hall in Bray, on the outskirts of Maidenhead, Berkshire. A maximum of 26 children in the early years age group may attend the pre-school at any one time. The pre-school is open each weekday from 9.15am to 12.15pm with a lunch club on Monday and Wednesday until 1.15pm. Afternoon sessions are on Tuesday and Thursday from 12.45pm to 3.00pm. The pre-school operates term time only. Children access an allotment for outdoor activities a short distance away.

The pre-school is registered on the Early Years Register. There are currently 32 children aged from two to five years on roll.

The setting receives funding for the provision of free early education to children aged three and four years. The pre-school currently supports a number of children with special educational needs and /or disabilities, and also supports a number of children who speak English as an additional language.

The nursery employs six staff. The manager and four staff hold appropriate early years qualifications. There is one member of staff working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children make good progress in their learning and development. The pre-school provides an inclusive environment where everyone is treated with equal concern according to their individual needs. The manager has a good understanding of her role and responsibilities and as a result, the pre-school runs smoothly. Parents speak highly of the welcoming and nurturing environment. The pre-school demonstrates the capacity and willingness to make continuous improvement. Aspects of planning are identified as an area for development in order to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- plan to provide sufficient challenge for all children at activities inside the hall and outdoors
- review the records of learning and development to ensure they are up to date and reflect children's current achievements or need for further support so that next steps in learning are accurately planned for all children.

The effectiveness of leadership and management of the early years provision

All required documentation to support the safe and efficient running of the pre-school is in place and maintained appropriately. There are robust arrangements in place to protect and safeguard children. These include the effective implementation of the recruitment and vetting procedures to ensure that only suitable people are able to work with children. Staff have a secure knowledge of the procedures to follow if concerned a child is at risk of harm and they attend training to enhance their knowledge of child protection concerns. Effective risk assessments are conducted and action taken to eliminate potential risk so that children are cared for and educated in a safe and secure environment.

There is a strong commitment to working in partnership with the primary schools children will attend. Visits to the schools and from the schoolteachers help children to feel at ease with the transition to school. Parents are happy with the care and education their children receive. They are able to be involved in the pre-school by working on the committee or as a parent/carer helper. Positive relationships are established with parents and this ensures that staff are aware of children's starting points and specific needs as soon as children start. Parents can contribute information and observations to their child's learning record. The pre-school operates an open door policy where parents can discuss their child's progress at anytime. Information regarding the Early Years Foundation Stage and planning is displayed. This keeps parents well informed about their child's learning and development.

All staff are able to contribute towards the self-evaluation process through staff meetings and the appraisal system and regular questionnaires seek the views of parents. This information is used to develop action plans to develop practice and improve outcomes for children. The manager is enthusiastic about improving the provision and action plans detail realistic targets. One area identified for improvement is the planning cycle. Overall, the recommendations raised at the last inspection are met well. Children freely make independent choices because resources are stored in low-level units. Staff have a good awareness of how children learn and are effectively deployed to offer support and encouragement at activities. Growing produce in the nursery allotment develops children's awareness of looking after the environment. Planned activities as well as parents and staff sharing knowledge of their own lives and cultures develop children's awareness of the wider world.

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

Children are happy and secure in the welcoming environment. They know the routine well. They hang their coats up and find their name cards with parents, developing a sense of belonging. At registration, children confidently talk about why they should not run inside, demonstrating awareness of how to keep

themselves safe. Staff interact very well and new children soon settle and become confident to choose activities for themselves. Children follow good personal hygiene routines. They understand the need to wash their hands before snack 'to get the germs off'. Snack time is a social occasion where children sit together and tuck in to a variety of chopped fresh fruits. Staff talk with children increasing their awareness of healthy foods. Drinking water is available at all times encouraging children to think about their own self-care needs.

Children develop the necessary skill to secure their future learning. They have many opportunities to practise their emergent writing skills and some write their names on their creative work using clearly recognisable letters. They enjoy using books for pleasure and join in with the repeating rhyme of the verse as staff read stories with enthusiasm. Activities connected to the daily routine and adult-led group activities are planned to increase children's mathematical skills. However, some children are able to order objects by size, count beyond 10 and competently add on one more and for these children the planned activities do not always provide sufficient challenge.

Overall, staff provide effective support to children in their play. They know when to intervene and extend activities and when to leave children to learn independently. Records of learning and development are in place for each child. Staff analyse the observations they undertake of children at play in order to plan children's next steps in learning. The records are not always up to date with children's achievements. This means the planned next steps do not always provide sufficient challenge to support all children in making as much progress as they can.

Children participate in a wide range of activities to develop their physical skills. Indoors young children run after balls as they practise their throwing, catching and kicking skills. Staff encourage children to think about how their bodies feel after running backwards and forwards across the hall. Outside in the allotment children actively dig in the soil and use magnifying glasses to search for treasure. They show excitement when they find a worm. Some children easily reach the end of the climbing equipment, as it does not provide sufficient challenge for them. Children steer tricycles with skill as they avoid bumping into other children.

Children display positive attitudes towards learning and sit attentively at group activities. They enthusiastically join in with rhymes and identify words that start with the letter of the week. Children willingly tidy away activities, and wash and dry their plates and cups after snack. Children co-operate at activities, take turns and behave very well. Any disputes are sensitively resolved with effective support from staff. The 'Sparkle book' fosters self-esteem as children receive certificates for good behaviour, such as sharing.

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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