

# Brookside Pre-School

Inspection report for early years provision

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**Unique reference number** 256747  
**Inspection date** 07/03/2011  
**Inspector** Melanie Calway

**Setting address** Brookside Methodist Church, Gunthorpe Road,  
Peterborough, Cambridgeshire, PE4 7TG

**Telephone number** 01733 328 192

**Email**

**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.

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**

Brookside Pre-School has been open for over for 25 years. It runs from two rooms and the hall in Brookside Methodist Church, Peterborough. Children have access to an enclosed outdoor play area. The pre-school is open each weekday from 9am to 12pm during school term times.

The pre-school is registered on the Early Years Register. A maximum of 52 children may attend the pre-school at any one time. There are currently 52 children aged from two to under five years on roll. The setting is also registered on the compulsory and voluntary parts of the Chldcare Register for children over five years. 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, all of whom hold appropriate early years qualifications. The manager is qualified to Level 4 and is working towards a Foundation degree. 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 provided with a good range of activities and are busily occupied, with flexible routines which meet children's needs. Key persons know children well and use their knowledge to help them to progress. The setting provides information for parents about how children learn and parents are updated about children's progress at regular intervals. The setting uses training and self-evaluation to reflect on its practice and implement changes to improve the quality of the service.

## **What steps need to be taken to improve provision further?**

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

- use observation and assessment more consistently to plan for each child
- develop the partnership with parents by encouraging them to contribute to the assessment process their own knowledge of children's starting points and ongoing achievements
- share information about individual children's learning and development when they attend other settings to ensure effective continuity and progression.

## **The effectiveness of leadership and management of the early years provision**

Children are effectively safeguarded from the risk of abuse or neglect because there are good systems in place to ensure that all staff have the necessary clearances and are suitable to work with children. Any changes in management are

notified to Ofsted so the full range of checks can take place. The staff team is well qualified and training undertaken by the manager is cascaded to staff and used to develop the provision. Staff have all undertaken safeguarding training and have a good understanding of how to pass on any concerns about children's welfare. The safeguarding policy is clear and contains the necessary information to enable staff to act appropriately. Children are cared for in a safe and secure environment. A risk assessment has been carried out, which covers all areas of the premises and weekly and daily checks ensure that children are protected. Children are protected from the risk of fire as the necessary fire prevention equipment is in place and a regular evacuation drill is practised so that staff and children learn what to do in the event of a fire or emergency.

Children have access to a wide range of resources which are organised in two classrooms and the large hall. A well-resourced outdoor area is available for most of the session enabling children to choose whether to play inside or out. This means that children who prefer to be active outside have plenty of opportunities to do so. The pre-school provides an inclusive environment and children with additional needs are well supported. Parents are provided with a range of information on the notice board and on the table in the corridor including information on how children learn in the early years. Parents can chat to their key person when they come in and have the opportunity to discuss their children's progress at termly meetings. Information is obtained about children's family life, likes and dislikes but parents are not being encouraged to share information about children's developmental starting points and ongoing achievements. Some communication takes place with other providers but systems are not in place to share information about individual children's learning and development when they attend other settings to ensure effective continuity and progression. The setting has recently implemented several changes in the way it runs and the manager has a commitment to develop and improve the service in order to improve the quality of provision for all children. Self-evaluation is used to reflect on how things are done and initiatives from training courses are taken on board when they are appropriate.

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

Children make good progress because staff make detailed observations of their play and learning across all the areas of learning and use their knowledge of their key children to provide appropriate opportunities to help them to progress. Planning meetings take place weekly where some of this information is used. However, planning systems are not using all of the information gathered to plan consistently for each child across all the areas of learning. Children enter the setting confidently and communicate well with the staff and with each other. Staff listen sensitively to children and ask them open-ended questions to help them to develop language skills. Children are learning to recognise print as they pick out their name cards and as print is displayed in the rooms. Children are encouraged to try and write their names. Mark-making materials are freely available, enabling children to practise writing while engaged in role play, for example they use clip

boards and pens in make believe play, writing down where they are going on the bus or what they are having for a picnic. Numbers are introduced through play through number rhymes and as children recognise the numerals on a toy telephone. Activities such as sorting bears or peg boards also aid children's mathematical understanding.

Children are busily engaged throughout the session and motivated by the activities on offer. Most of the routines are very flexible allowing children to direct their own play and make decisions, for example they choose when they are ready to have their snack or whether to play outside. This enables them to persist in activities and develop the play for themselves. Children's independence is encouraged as they spread their scones at snack time and wash up their plates afterwards. They play well together in small groups learning to negotiate and take turns. Children use their imaginations in role play and are able to develop this successfully themselves, often without adults intervening, for example a group of boys are very involved transporting wooden bricks to their den under a table. Another group form a bus with chairs and set off on an imaginary trip. Children also express themselves using a range of media, using paint, play dough, glue and sticking tape to make their own creations. Children learn about the world around them as they play with different materials such as sand and play dough or engage in role play. Displays and resources remind children of the wider world and different kinds of people. Some technological equipment is available such as a toy computer, and play telephones to enable children to become familiar with information technology. Children can be active. In the large hall there is room to move about freely. Outside there is a range of climbing and balancing equipment to encourage skills of coordination and control, such as a rope climber, barrel and balancing beam. Children enjoy negotiating the tree stumps around the shed.

Children's health is promoted well. They get plenty of fresh air every day and can play outside for much of the session. A balanced healthy snack is offered and staff talk to children about why they need to eat a healthy diet. Posters in the bathroom and verbal explanations from staff remind them to wash their hands. Hygiene procedures are generally appropriate. Information about children's health needs is obtained so that they can be cared for effectively and the required documentation is in place. There are always a number of staff present with current first aid training to deal with any accidents or injuries appropriately. Children learn how to stay safe as staff give them explanations as they play about how to behave safely. Children are forming positive relationships with the staff and with each other. They are learning skills for the future as they learn to be independent and make decisions and make progress in their learning and development.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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