

Bright Futures Pre-School

Inspection report for early years provision

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Inspector	Penny Wood
Setting address	Kimpton Village Hall, Kimpton, Andover, Hampshire, SP11 8NU
Telephone number	01264 771583
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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

Bright Futures Pre-school opened in 1977. It operates from the main hall in Kimpton Village Hall, in Kimpton, near Andover, Hampshire. Temporary fencing is erected to provide an enclosed area for outdoor play to the front of the building and there is an enclosed garden to the rear. Children come from the village and the surrounding rural area. The pre-school is registered on the Early Years Register. The pre-school operates five days a week, term-time only. On Mondays it operates from 1.00pm until 4.00pm and on Tuesdays, Wednesdays, Thursdays and Fridays from 9.15am until 12.15pm. The pre-school is registered to provide care for a maximum of 26 children aged between two and five years old at any one time, all of whom are in the early years age range. There are currently 16 children on roll. The pre-school is in receipt of funding for the provision of free early education for three- and four-year olds. The pre-school currently supports children with special educational needs. The pre-school employs five members of staff to work with the children. Of these, four hold a suitable childcare qualification and one is currently working towards a recognised qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Most children enter the setting with ease, with good strategies in place to reassure children who are new to the provision. Children participate in a suitable range of activities and play opportunities and are generally supported well by staff. Staff suitably promote the inclusion of all children. Strong partnerships with parents and promoting children's good health are particular strengths of the provision. Appropriate strategies are in place to ensure children's individual needs are met. Suitable steps have been taken since the last inspection to address the issues that were raised and most of the welfare requirements are met. Staff evaluate their provision, which ensures they are able to continuously improve their practice.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- record the date that Criminal Records Bureau (CRB) Disclosures are obtained . 05/04/2011

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

- deploy staff effectively at all times to fully meet the needs of the children

- encourage staff to use skilled questioning techniques and discussion in order to maximise children's learning potential
- review the targets used to promote children's next steps in their learning and development to encompass the areas in which children need support, particularly for those children with special educational needs and/or disabilities.

The effectiveness of leadership and management of the early years provision

Suitable strategies are in place to safeguard children's welfare. Staff have a clear understanding of the child protection policy and procedures, which ensures they are able to take appropriate action as required. Robust recruitment procedures are in place and checks are completed to ensure staff are suitable to work with children. However, the date of issue for a number of disclosures is not recorded, which is a breach of a specific legal requirement. The premises are safe and regularly checked for hazards. Space is used appropriately to provide children with a good range of activities and play stations. Toys and resources are checked for safety, with broken ones discarded.

Appropriate strategies are utilised to keep children safe. For example, when children play on their bicycles and scooters to the front of the building, staff use a temporary fencing system to ensure children do not venture near to the road or into the car park. Generally staff deploy themselves well, although at times when children are enjoying the freedom to play both inside and out, there are not always sufficient staff directly supervising children in each area. Appropriate strategies are in place to promote children's safety on outings. Venues, such as play parks, are checked by staff before children are allowed to play.

Effective strategies are in place to promote children's good health. Staff maintain current first aid certificates, which ensures they are able to administer appropriate medical care in the event of accidents and illness. Health documentation, such as the accident record system, is completed in clear detail and maintains an accurate record of events. The effective exclusion of children when they are ill reduces the spread of germs and infections.

Good relationships are forged with parents and high levels of information are shared. As a result parents have a clear insight into the policies and procedures of the pre-school and staff are able to meet individual children's needs. Parents are able to look at children's development records as they wish. In order to fully support children and their parents, the manager conducts home visits as necessary in order to aid children that struggle to settle into the provision. Parents are invited to open events where they are able to participate in activities with their children and be involved in the daily routine of the session. Parents contribute positive comments about the setting.

Staff are developing links with other providers that children attend in order to be able to fully support children in their learning and development. They have suitable strategies in place to aid children's transition to school. Equality and diversity

practices are soundly promoted to meet the children's needs. Suitable strategies are in place to support children for whom English is an additional language should they attend. The strategies in place to support children with additional needs are satisfactory. Children with a speech and language delay are able to participate in language groups to promote their development. However, for those children with additional needs, targets set to promote their next steps do not always encompass the areas in which they need most support.

Suitable strategies are in place to evaluate provision. Staff have identified aspects to improve, such as the garden area and have been successful in their application for a grant to fund the interesting plans. Staff work well with their development worker in order to drive improvement. They undertake ongoing training opportunities, which support their professional development.

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

Most children enter the setting with ease, with support available from staff to reassure children as they arrive. The provision of named coat pegs encourages children to develop a sense of belonging to the group. Children generally participate in activities well. They enjoy opportunities to flow between the indoor and outdoor areas. A good range of activities and play opportunities are provided on a daily basis, which cover all six areas of the early learning goals. Staff work together when planning activities and use information gained through their observations on children to inform the planning system. Suitable strategies are in place to assess and monitor children's development. Staff generally engage well with children. However, they do not consistently seize opportunities to use skilled questioning techniques and discussions to maximise children's learning to their full potential.

Children are developing high levels of independence. For example, they happily select paints from the cupboard and pour into the containers in preparation for painting. They are able to name different colours with ease. They enjoy suitable opportunities to play with age appropriate computer programmes and are beginning to gain control over the mouse. Children enjoy using their imaginations, particularly within the home corner. They enjoy opportunities to develop their mark making skills and are gaining some recognition of number.

Children are developing friendships with each other and generally play well. They are encouraged to share and take turns and to listen to each other when talking. Staff gently remind children not to throw stones in case they hurt each other. Children experience opportunities to gain an appropriate understanding of danger. For example, they practice emergency evacuation procedures and enjoy visits to the setting from agencies, such as the police.

Children are physically active and enjoy good opportunities to play outside in the fresh air. They enjoy good opportunities to develop their physical skills, such as running, climbing and pedalling their tricycles. Children have access to water

throughout the session and see to their own needs when thirsty, particularly after being so active. A good range of healthy snacks are provided on a daily basis, which includes fresh fruit and vegetables. Children follow good hygiene procedures, such as washing their hands before eating, which reduce the spread of germs.

At the end of each session they enjoy story time and talk about the pictures and predict what happens next. Children sit and engage well during the story because the member of staff is able to maintain their interest by encouraging them to take part. Before going home they sing a going home song to each other and wave goodbye.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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