

Browns Lane Pre-School

Inspection report for early years provision

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Inspection date	06/05/2011
Inspector	Daphne Prescott

Setting address	Browns Lane Pre-School, The Guide Hall, Browns Lane, Storrington, West Sussex, RH20 4LQ
Telephone number	01903 746592 or 01798 815103
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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*.

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.

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Description of the setting

Browns Lane Pre-School is privately owned; it opened originally approximately 24 years ago and has been registered under its current owner since 1996. It operates in the Guide Hall in Storrington in West Sussex. Children have access to enclosed outdoor play areas.

A maximum of 30 children from two years to the end of the early years age group may attend the setting at any one time. It opens from 9:15am until 12:15pm, Monday to Friday, term time only. Children are also able to attend a lunch club on Tuesdays and Wednesdays until 1pm and Friday they can stay all day until 3pm. A play scheme is provided on four days during the summer holiday period for children who attend the pre-school from 9:15 to 3pm.

There are currently 50 children on roll, attending different times of the week. The setting is in receipt of funding for the provision of free early education to children aged three and four years old. The setting supports children with special educational needs and/or disabilities and children with English as an additional language.

The setting is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There is a team of eight staff including the manager, all of these staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individual needs are met extremely well. They benefit from an inclusive environment where staff use their exceptional knowledge of each child to plan exciting and stimulating activities. This results in children making consistently excellent progress towards the early learning and development goals in all areas, relative to their starting points. The setting has established superb partnership with parents and there are robust links with other childcare providers, to ensure continuity of care and learning. Regular self-evaluation ensures that the provision has an outstanding capacity to maintain continuous improvement and that priority for future development are promptly identified and acted on.

What steps need to be taken to improve provision further?

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

- improving ways of including and displaying signs or labels in additional languages

The effectiveness of leadership and management of the early years provision

Extremely effective leadership and management in the setting results in a well skilled and confident staff team who implement the requirements of the Early Years Foundation Stage very well. There is a very strong emphasis on safeguarding children. Robust vetting procedures ensure that all staff working with children are suitable to do so. All visitors to the setting are asked for appropriate identification and their presence is recorded. Staff fully understand their responsibility to safeguard children from harm and know how to make referrals if concerns arise. The setting is kept very secure and the procedures for arrival and departure ensure children are handed over safely to a known adult. Staff are extremely vigilant in supervising children to ensure they remain safe in the indoor and outdoor environments. Risk assessments and daily safety checks are rigorously completed. All aspects of the setting are scrutinised thoroughly in order to identify and address any potential hazards. Staff are very effective in teaching children simple risk management skills in order to learn how to play safely. Children know exactly what is expected of them, both in the setting and when moving to and from outdoors. For example, children playing outside in the garden are aware that they must not ride their bikes on the patio area and the reasons why. They effectively stop and steer their bikes away from this area, to avoid riding into other children.

Staff have created a wonderful welcoming environment and have resourcefully organised the available space to provide an outstanding range of resources, according to children's ages and stages of development. Staff are effectively deployed and have an excellent understanding of inclusion to ensure that each child is fully included according to their ability and stage of development. Management and staff work very effectively together as a team. They are very clear about their roles and responsibilities and have a strong commitment to continual professional development. The staff team have an excellent understanding of the setting's strengths and areas that they would like to continually develop. They have established comprehensive and regular systems of self-evaluation and detailed improvement plans. This ensures that issues are identified swiftly and promptly acted upon. For example, they recognised that they needed to develop labelling in other languages to assist further an understanding of dual languages to value diversity. The recommendations in the previous report have been successfully addressed, further improving outcomes for children.

Staff have an outstanding partnership with parents. All children and families are highly valued and parents are extremely happy with the service provided by the setting. Parents are exceptionally well informed about what their children are learning and what progress they are making because parents' evenings are held regularly. A wealth of information is displayed on the notice board about the topics the children are learning about and parents can see their children's learning journals at any time. Staff fully understand children's home circumstances and provide appropriate and sensitive support. The key person system is very effective and parents know who to go to if they have a concern. Written questionnaires are

also used very effectively to identify parents views and staff act upon the feedback received. Staff have excellent experience of working with other professionals to support specific learning and development needs. There is a strong relationship with the local school, that many children will attend, and transitional arrangements are extremely well organised.

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

Children have tremendous fun and confidently choose whether to be inside or out and can access a wonderful range of interesting resources and activities safely. Their welfare, learning and development are supported extremely well. Children make consistently excellent progress towards the early learning goals. The system of monitoring children's progress in learning is extremely effective in recognising their individual interest and achievements, and identifying the next steps in each child's learning and development.

Children experience an excellent balance of adult-led and child-initiated activities. They are eager and enthusiastic learners and are very confident communicators who are keen to share their thoughts and ideas. Children have a strong sense of belonging in the security of the group. They show they feel safe and are confident in sharing their news with the staff. Children work very well together, as they co-operate with each other to complete tasks on the computer. They use a good range of construction resources, to create model structures and develop concepts of height and spatial awareness. Children have a fun time as they develop a thorough understanding of developing their own creativity as they make models out of vegetables and other creative materials. Children make excellent progress in their problem solving and number skills as they enjoy a range of challenging experiences. They grow their own fruit and vegetables, harvest the crops and eat them. This effectively helps children to understand the value of fresh fruit and vegetables. Children have a lovely time making homemade bread rolls and tasting other types of bread from around the world. Children's understanding of diversity and difference is also enhanced as they celebrate festivals and special events. This ensures that children learn to value aspects of their own lives and the diverse society in which they live. They are actively encouraged to access books, sing songs and repeat favourite nursery rhymes. Children are extremely well behaved and show care and concern for each other. They demonstrate a particularly good understanding of ground rules and expected codes of conduct that are based on safety and respect for one another. Social skills and good manners are modelled very well by staff, who consistently praise and encourage children, supporting their developing self-esteem and personal confidence.

Children are tremendously well supported to understand the importance of adopting healthy lifestyles. They learn the meaning of personal hygiene and develop independence in managing their own needs. Staff are very keen to raise children's awareness of healthy eating through discussion, posters and activities throughout the day. For example, children choose pictures of healthy foods to stick on their lunch box. Staff are very effective in questioning the children and lots of

conversations evolve around promoting healthy eating and good dental care. Snack time is particularly well organised as children thoroughly enjoy a wonderful café style environment and are provided with a wide range of healthy snacks. Children independently decide when to have their snack so their play is not disrupted and drinking water is also readily available as part of their healthy diet. They have access to well-organised outdoor areas where activities such as ride-on toys, sand and water play support the development of social and physical skills very well. Children say that playing outdoors is one of their favourite activities. The management and staff team provide a rich stimulating learning environment for all children to play and explore. Consequently, the outcomes for all children and their experiences are extremely positive.

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
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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

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