

Brockenhurst Pre-School

Inspection report for early years provision

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Inspector	Loraine Wardlaw

Setting address	Village Hall, Highwood Road, Brockenhurst, Hampshire, SO42 7RY
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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

Brockenhurst Pre-School opened in approximately 1968 and is managed by a voluntary parents committee. It operates from a room in the village hall, in Brockenhurst, located in the New Forest, Hampshire. Children have access to a secure, enclosed outdoor play area, within the grounds of the hall. The pre-school serves the local community.

The pre-school is registered on the Early Years Register to care for a maximum of 26 children aged from two years to the end of the early years age range. Currently there are 25 children on roll aged two to four years. The pre-school supports children with special educational needs and /or disabilities and English as an additional language. The setting provides early education funding for three and four-year-olds. The pre-school is open each weekday during term time from 8:45am to 12:00 noon with the option for children to stay on for lunch club from 12:00 noon to 12:45pm. The pre-school employs five staff to work with the children, all of whom hold an early years qualification. One member of staff has Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are welcomed warmly into a secure and safe environment where the adults caring for them tune in successfully to their learning and care needs. Children thrive in the nurturing and stimulating pre-school which, overall, is organised to enable children to make good progress towards the early learning goals. An extremely strong partnership with parents and the local community exists with all parties working collaboratively to benefit the children. There is a clear commitment by practitioners to ensure the setting's good policies and procedures are consistently looked at and put into practice. The pre-school is continually evaluating its practices and is progressive to ensure improvement has a positive effect on the outcomes for children.

What steps need to be taken to improve provision further?

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

- enhance the educational programme by providing a richer, more enabling environment and linking adult-led activities more closely to children's next learning steps
- extend resources and labels to ensure those children learning English as an additional language gain a positive sense of identity.

The effectiveness of leadership and management of the early years provision

Overall, the pre-school is well managed and efficiently organised. Good safeguarding procedures are in place to protect children; premises are secure and staff are vigilant with regards to safety matters in a public building. All practitioners and most of the committee members hold a clear Criminal Records Bureau check. All staff undergo a suitable recruitment process before they commence work at the pre-school. The designated child protection officer has undertaken advanced child protection training. Less qualified staff are confident in their roles and responsibilities with regards to reporting any concerns, and what happens next. Rigorous daily checks are undertaken on all areas used by children and risk assessments for the premises, outings and children with specific medical needs are documented. The cohesive team at the small and intimate pre-school have organised the room so that children can independently select a good variety of learn through play activities, although not all curriculum areas are presented in a rich and inviting way to make the most of available space and furniture. The outside area has been recently developed which is used daily for children to develop their physical skills in the fresh air.

The staff team work extremely well together and are continually reflecting and evaluating the practice that takes place at the pre-school. Every half term the staff meet to evaluate many aspects of their work such as safeguarding, equality and displays and resources; they make changes as necessary. For example, the setting will soon introduce an empathy doll and plan on getting the children's input on their ideas board. The informative and accurate Ofsted self-evaluation form is also used as an effective tool for staff to evaluate systems and document priorities for improvement. Parents contribute to shaping the pre-school by the very active and supportive management committee. A high emphasis is placed on developing successful partnerships with parents through the implementation of an effective key person system, which helps children to feel very secure. A flexible settling in programme successfully meets the needs of the children and excellent communication with parents means that the continuity of care and learning for each child is seamless. Parents speak glowingly and knowingly of the setting, highly praising the dedication and knowledge of the staff. Staff promote equality and diversity through good practices. For example, they demonstrate positive attitudes to each child's individual talents, schemas and interests. Bi-lingual staff are able to effectively evaluate the needs of children for whom English is an additional language and tailor their practice to each individual child, enabling them to quickly grasp the English language. Although children are encouraged to celebrate their uniqueness and culture, once they are fully settled, resources and labels to ensure children have a positive sense of identity from the start are not fully in place. The setting works exceptionally well with those in the community; they have an elderly helper visit most days, they share an allotment in the village, kindly offered by a lady gardener, save monies to buy the local firemen a cake and have visits from the lollipop man. Excellent links exist with the local school which parents are fully involved in.

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

Children are happy and motivated to learn at the pre-school. They go about their self-chosen activities with confidence and contentment, knowing that the receptive practitioners are on hand to give them good support and guidance. Most of them build a strong and trusting relationship with the adults and have fun whilst learning because there is a big emphasis on active play, using visual props; particularly at whole group time. For example, the practitioner skilfully uses Emu a puppet to promote listening, learning and singing skills during whole group time. She weaves many learning intentions together encouraging the children to respond to questions and comments from Emu, to link sounds and letters by looking at the alphabet mat, to count and to learn about care and concern for others because of his bandaged leg. Children are enthralled and highly engaged; some articulate well their thoughts and ideas. During child initiated activities two-year-olds and four-year olds alike participate at their own individual level. Staff are adept at knowing and differentiating between the individual needs of the various age groups. For example, they give one to one support to two-year-olds reading a familiar story, encouraging them to join in the words and introduce new vocabulary such as 'webbed' feet. They encourage co-operation and role play when a small group of four-year-olds use their imaginations to stage a show after dressing up. Staff know their key children very well and implement their next learning steps, as identified in their learning journeys and tracking books, during spontaneous moments in their child-initiated play. However, although adult-led activities are planned these do not follow the observation, assessment and planning cycle to ensure that children's next steps are consistently and completely implemented, enabling children to make significant gains in their learning from their starting points. This is particularly relevant for the more able children attending.

Children learn about good health and bodily awareness; some wash their hands unprompted to minimise cross contamination after using the toilet. Others independently and eagerly help themselves to drinking water during role play. They sit socially together as a whole group to eat their healthy snack provided by their parents mid-morning and most children pour their own water or milk to drink. Staff are very aware of those children with allergies and operate a hygienic nappy changing routine to maintain children's good health. Children balance on the circular equipment in the play park and climb on the small apparatus, safely. The larger more challenging climbing equipment is not used by the more able children at the pre-school and currently there are limited wheeled toys for children to use. Children understand where some food comes from as they grow their own potatoes and water a lady's allotment in the village. They demonstrate they can keep safe and know the safety rules. When accessing the play park across the gravel car park they know they can only cross when there are no cars driving and it is safe. They wait their turn on equipment in the play park and stand clear of the swings. Children regularly take part in the fire evacuation procedure and those that are learning English as an additional language are explained it in their home language so they are full aware of how to keep safe. Children behave well and enjoy the positive re-enforcement they receive from staff. They tidy up before snack time but routines such as lining up in the park at the gate does not always

promote working together harmoniously. Children learn about cultural diversity through discussions with staff about language differences and topic work on Indian celebrations.

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	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	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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