

# Brailsford Pre-School

Inspection report for early years provision

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**Unique reference number** 206725  
**Inspection date** 13/05/2011  
**Inspector** Justine Ellaway

**Setting address** Brailsford Institute, Main Road, Brailsford, Derbyshire, DE6  
3DA

**Telephone number** 07779 954920

**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.

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## Description of the setting

Brailsford Pre-School is run by a committee. It opened in 1980 and operates from Brailsford Institute, Brailsford, Derbyshire. The pre-school is open each weekday from 9.15am to 12.15pm during term time. All children share access to an enclosed outdoor play area.

The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend the pre-school at any one time. There are currently 44 children on roll, all of whom are within the early years age range. The pre-school supports children with special educational needs and/or disabilities.

There are five members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification level 2. The setting provides funded early education for three and four year olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy spending time in this friendly and welcoming setting. They make satisfactory progress in their learning and development as most systems are suitably established. The vast majority of the required documentation is gathered to meet children's individual needs. Systems to work in partnership with other settings are developing. Suitable information is shared with parents and carers to ensure they are informed about what their child is doing. Systems to evaluate and identify areas for improvement are in place, but not fully established.

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

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

- obtain information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 03/06/2011

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

- use self-evaluation and quality improvement processes as the basis of ongoing internal review
- develop further planning systems to stretch and challenge all children
- work together with other practitioners and parents to support children's transition between settings.

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

Children's safety and welfare is effectively promoted due to the implementation of policies and procedures. The designated person and other staff members, have a sound knowledge and understanding of child-protection procedures. As a result, they know what they should do if there are any concerns about a child attending the setting. Risk assessments contain appropriate information and separate ones are undertaken for each of the rooms children use. The setting also completes a safety checklist. The new management committee are taking a thorough approach to procedures that establish the suitability of adults working at the setting. Checks undertaken at the time of appointment are on the whole detailed and effective. Systems to establish the ongoing suitability of staff are currently being developed. The setting is aware of its responsibility to notify the regulator of any changes to the person in charge or management committee so that appropriate checks can be undertaken. All of the required information is gathered from parents, except for information about who has parental responsibility and legal contact to ensure children's needs are met.

Staff evaluate and reflect on practice. However, this system has not been fully established. Some useful information is recorded on the setting's evaluation form. However, this has not been updated for a while and does not include all areas. Some relevant areas for improvement have been identified. Staff demonstrate the capacity to improve as they are willing to take other ideas on board and to make changes to benefit outcomes for children. For example, having purchased a more permanent fence for the outdoors, staff can now interact more with the children rather than having to supervise the perimeter. All of the policies and procedures are reviewed regularly to ensure they are up-to-date and contain relevant information.

Suitable toys and resources are available during the session. The space is laid out so that children can move around independently and play in different areas in comfort. Staff are suitably deployed throughout the session. The setting has a small range of toys and resources that promote children's understanding of the wider world.

Parents speak very highly of the setting and how comfortable they feel placing their children there. They particularly value the skills and experience of the staff who work at the setting. They receive suitable information both at the time of placement and on an ongoing basis. Parents receive a well-presented booklet about the setting, and there is a regular newsletter which contains satisfactory information. The coordination of support for children with additional needs is well managed and, as a result, it is effective and all children are included. Clear records are maintained of the support given to children which are shared with parents and relevant professionals. The setting is currently in the process of devising a system to share information with other settings that children attend.

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

Children make satisfactory progress towards the early learning goals. They demonstrate that they are comfortable in the setting. They enter enthusiastically and begin playing with the toys and resources. Children like to chat to others during play and will say what they are doing. They also develop their language skills during group activities. They have regular opportunities to count and more able children can count beyond twelve. Children enjoy being creative and have some opportunities for free creative activities. They will sit and colour a picture, cut shapes out and stick things on. They help themselves from the craft trolley.

Children show care and concern for others. They help themselves to a drink during play and older children help younger children to pour theirs. They behave well and are learning right and wrong. As children choose what they want to do during the session, they can sustain their attention for long periods of time.

Children are developing their information and communication technology skills as they use toys and resources. They ably use the computer, controlling the mouse, and other children try to move a robot in different ways with a remote control. They develop their physical skills as they use tools such as scissors and play outside with balls and hoops.

Children demonstrate that they feel secure with staff. They listen to instructions from staff and demonstrate a suitable understanding of the rules. They wash their hands before snack and staff talk about why they do this. They enjoy a healthy snack and have a choice, which includes fruit as well as cheese and breadsticks. Staff talk to children about how exercise affects them to promote a healthy lifestyle.

On the whole, interaction is effective in supporting children's learning. Staff delivering group activities give clear explanations and sustain or re-engage children's interest. On the odd occasion this is hampered by the size of the group. They chat to children during play and ask appropriate questions to prompt their learning. Planning is clear and it is easy to see from key worker records how they identify relevant next steps for their key children. However, as a small number of specific children are planned for each week, it is not always evident that other children are being sufficiently stretched or challenged. Suitable records of what children can do are maintained. However, the setting has not yet devised a system that gives an overview of where a child is at, so that they can quickly identify any gaps.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
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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## **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