

Brockton Pre School 1

Inspection report for early years provision

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Inspector Jasvinder Kaur

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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

Brockton Pre School was registered in 1998. It operates from the village hall in Shipton, Shropshire. The playgroup serves the local and wider communities. All children share access to an enclosed outdoor play area. The group is open each Monday, Thursday and Friday from 9am to 3pm during school term times.

The group is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children may attend the group at any one time. There are currently 17 children aged from two to under five years on roll. The group is in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities.

The group employs three members of staff. Of these, two hold appropriate early years qualifications to level 3. One staff member is working towards a level 2 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children settle well in a highly commendable environment and are engaged in play which interests and stimulates them. The commitment to continuous improvement of the resources and the accommodation is the key strength. Policies and procedures are inclusive and implemented successfully to promote children's welfare. The partnership with the local community, other professionals and parents contributes significantly to ensuring that the development needs of all children are met. Regular self-evaluation by the manager and staff, with the input of children and parents, makes sure that priorities for development are identified and acted on to promote most aspects of good quality education and care.

What steps need to be taken to improve provision further?

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

- increase opportunities to enhance children's skills in using information and communication technology
- promote further the good health of children by improving the system of storing children's packed lunches safely.

The effectiveness of leadership and management of the early years provision

Staff have a clear knowledge of safeguarding issues, taking their responsibilities seriously and being prepared to act in the best interests of children at all times. They are also familiar with procedures should an allegation be made against a

member of staff and the implications this may have for their practice. Systematic recruitment and vetting procedures, including the successful induction of new staff, ensure that children are safe. The security of the premises throughout is well maintained. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas and for projected outings. Children are taught to be safety-conscious without being fearful. They show a strong understanding of how to keep themselves safe. All children are protected from the spread of infection, as there is a good procedure in place to exclude those with infectious illnesses, though the system of storing children's packed lunches is not appropriate to fully promote their health.

Evaluation of the setting includes listening carefully to the views of children, parents, committee members and staff and ongoing support from the local authority. Staff observe each other's practice in order to highlight relevant issues at regular staff meetings. This leads to better outcomes for children. Parents and carers are kept well informed about their children's achievements and development through regular verbal feedback and meetings. They are encouraged to take an active part in themed projects, activities and fundraising. Parents are appreciative in their comments about the setting and staff. The partnership with other providers delivering the Early Years Foundation Stage is developing effectively in respect of promoting the continuity of children's learning and well-being.

Staff create a bright and stimulating environment and offer an inclusive and very welcoming service for all children and their parents. Excellent deployment of resources, both indoors and outdoors, promotes inclusion. A wealth of displays of children's own artwork, visual aids and colourful posters supports children's learning and self-esteem. Celebrating festivals of different religions and cultures all through the year and a selection of resources depicting positive images of diversity help children to understand and respect the values of others. Staff work in partnership with other professionals involved in promoting specific children's needs, such as the area Special Educational Needs Coordinator (SENCO) and a speech therapist. This ensures that each child benefits from a positive experience while at the setting.

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

Children have lots of fun and thoroughly enjoy themselves as they explore and investigate. Due to the group being small and having a good adult-to-child ratio, children interact well with staff, who spend time talking to and playing with them to promote their well-being. This means that children establish warm, trusting and relaxed relationships with staff and peers. All staff know the children well and plan a varied range of purposeful experiences to meet their individual needs. Planning of activities includes detailed information on the six areas of learning and development to cater for the needs of the individual and to plan next steps in learning. Staff have good observation skills for assessing the progress children make.

Children show good levels of interest in what is available because the resources

offer excellent challenges. Exceptional maintenance and organisation of equipment and toys enable children to use their initiative and follow their natural curiosity as learners. Free access to an outstanding outdoor play area enhances children's development and provides a balanced and broad range of opportunities in the six areas of learning. Children demonstrate coordination and control in large and small movements and in using a range of tools and equipment. They use a variety of art and craft materials, including recycled materials to produce artwork.

Children use comparative terms, for example, 'this is a small plant and this is a big plant'. There are a variety of themed activities to enhance children's knowledge of the environment. These include learning about different countries, buildings, people and animals. They benefit from the village location and develop their knowledge of the natural environment while collecting leaves, observing changes in the weather and bug hunting. Children have visited the pottery centre and made a clay pot to take home. They all explore and share their thoughts and ideas while shelling peas. Although children have access to some programmable toys to operate, opportunities to enhance their skills in using information and communication technology are rather limited. This means their development towards the six areas of learning is not fully promoted.

Children have a sense of belonging and behave in ways that are safe for themselves and others through regular input from staff drawing attention to any possible dangers in their everyday life. They are well behaved and have a good awareness of right and wrong, responding positively to guidance from staff. They confidently make decisions in selecting resources and develop a sense of responsibility, as they are keen to assist staff in tidying up and spontaneously offer help to serve food at snack time.

Children share and play together and are praised for good behaviour and using good manners. Children adopt personal hygiene routines and understand the importance of healthy eating. They all wash their hands before they eat and after using the toilet. There is a sociable and relaxed atmosphere between staff and children at meal times, and all enjoy nutritious snacks and their packed lunches. Drinking water is readily accessible to all children throughout the day.

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	1
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	2
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	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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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