

# Bratton Fleming Pre-School Community Interest Company

Inspection report for early years provision

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<b>Inspection date</b>	07/07/2011
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<b>Email</b>	
<b>Type of setting</b>	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

Bratton Fleming Pre-School is managed by a Community Interest Company. It opened in February 2011, and operates from a new purpose-built setting closely situated to the Primary School in Bratton Fleming Village. Children have access to a secure enclosed outdoor play area. The Pre-School is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting may care for no more than 26 children under eight years; of these, not more than 26 may be in the early years age group, and of these, none may be under two years at any one time. There are currently 28 children from two and a half years to five years on roll. The Pre-School provides funded early education for three and four year olds. Children attend for a variety of sessions. The Pre-School supports children with special educational needs. The Pre-School opens from Monday to Friday all year, excluding public holidays. Sessions are from 8am to 6pm. Before and after school care is offered for children. There are five staff employed to work with the children; of these, one has an early years qualification at level 2, two have early years qualifications at level 3 and two have early years qualifications at level 4 or above. The Pre-School receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development, within a welcoming and generally inclusive environment. Children's health is promoted, and effective systems ensure they are safe and secure at all times. High priority is given to nurturing children's personal and social skills, and their individuality is strongly valued. Staff work closely with parents and relevant professionals. The manager and staff have an accurate understanding of the strengths and weaknesses of the provision. A formal process of self-evaluation is emerging as an on-going development tool, to support continuous improvement.

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

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

- extend further opportunities for self-evaluation as an on-going basis for reflecting and improving practise
- enhance the use of positive images in the daily environment to promote children's awareness of difference and diversity.

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

Children are safeguarded effectively. Staff are fully aware of the procedures to follow should they have any concerns about children in their care. Existing injuries and accident and medication records are kept and shared with parents. Clear risk assessments are completed that identify all areas of the environment children use. The Pre-School is secure, and clear procedures are in place to ensure children are safe both inside and outside the building. A visitor's book is used and their identification is checked carefully before allowing them into the building. The recruitment, induction and appraisal procedures ensure that all adults working with the children are both suitable and well prepared for their role. Effective use is made of the outside play space and children use a range of equipment that is safe and suitable for their age.

The managers are committed to improving the Pre-School in order to continue to raise the standards of the provision. They communicate ambition and secure improvement well. The self-evaluation process is evolving well, and staff are able to identify strengths of the Pre-School and areas for improvement. For example, there are plans to extend the outdoor provision to include a wild life area. However, self-evaluation as an on-going basis for reflecting and improving practise is not fully developed. The creative organisation of the Pre-School encourages purposeful play and exploration, and enables children to make independent choices and instigate their own activities. Staff are deployed well and are ratio maintained, to ensure children are well supported and their individual needs are met. Children are treated equally and have an equal opportunity to participate. Topics and available resources help children to understand and embrace differences of cultures and religions, and to get a better understanding of the wider world. The Pre-School is generally stimulating. However, there are limited resources to enhance children's awareness of equality and diversity through positive images in the daily environment.

Staff engage with each child and their family as early as possible to ensure everyone gets the support they need. They work closely with advisors from outside agencies if appropriate. The partnership with the primary school is good, and information is shared effectively to ensure a smooth transition to full-time education. To improve, the Pre-School have developed their systems to keep parents informed about their child's learning and welfare. For example, there is a book kept in their child's drawer where information can be shared. Strong partnerships with parents are warm, open and friendly. Parents believe that staff provide interesting and fun activities for the children and keep them fully informed of their children's achievement and progress. Information about their children's progress is shared through the key worker system and regular parent's evenings. There are opportunities for parents to be involved in their children's learning by recording their comments within the children's 'learning journey'. Detailed observations, assessments and planning of activities help staff clearly identify children's next steps and interests.

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

Children are happy and understand the routines of the day. They demonstrate good levels of independence and a willingness to tackle self-chosen and adult-led play. The Pre-School is attractively presented and offers an interesting environment for children. Staff use unstructured and focused observations consistently to help in planning next steps, so that activities are appropriate to each child's stage of development. They record and track children's progress methodically. Carefully planned activities take into consideration the individual interests of children and offer new and stimulating challenges across all areas of learning. There are daily opportunities for outdoor play. Children are regularly praised and their achievements are valued, helping them develop an understanding of expected behaviour, like being kind, sharing toys and taking turns. Children are highly motivated and interested in the activities and resources available to them, showing good levels of concentration and playing purposefully. Children behave well. Input from other professionals has empowered staff to develop effective strategies when managing children with additional needs.

Young children's language is good. Staff model language thoughtfully, thereby increasing children's vocabulary. For example, staff give praise as younger children use their own words and form simple sentences whilst looking at books. Pre-School children use language well to explain why they are undertaking their chosen activities. Staff work closely with parents to help children use words, and not actions, to solve conflicts. They help children to deepen their understanding and develop their explanations by effectively questioning. Staff appropriately and actively promote equality and diversity and tackle unfair discrimination. They identify a child's need for additional support as early as possible. However, there are limited resources to enhance children's awareness of equality and diversity through positive images in the daily environment. Children confidently recognise numerals when reading number books. They count competently when talking about toy vehicles, sorting them into sets by colour and size. Children use developing mathematical ideas well when moving with different sized steps during physical exercise. Children enjoy number songs and rhymes. These enable them to experiment and practise their number skills with growing confidence. Children show delight in their play. Younger children explore materials in their models, experimenting to see what happens if they get wet. Pre-School children create colourful paintings, excitedly describing the colours that emerge. Children play competently and happily with balls. The Pre-School environment has resources that enhance the good development of children's skills for the future. For example, the children use timers to help them to share and take turns on the wheeled vehicles outside. Children's play is enhanced by activating sound and light by pushing, pulling and squeezing toys. Children's knowledge and understanding of the world around them is promoted through engaging play activities. For example, the Pre-School walk to the shops to buy foods from other cultures, and come back to Pre-School to cook and taste it.

Children's independence is promoted well as they decide for themselves which fruit to eat at snack time. They get a cup and pour their own water competently when

they want a drink. Children confidently move around the setting, choosing and directing their own play and learning because resources and activities are readily accessible to all. Children are supported effectively to begin to read and write through the use of visual signs, symbols, notices, numbers and words around the nursery. There are attractive, well-resourced quiet areas for children to sit and read books. Good hygiene practices are fostered. Snacks are well balanced and nutritious. Children are confidently learning about how to keep themselves safe and take risks within a safe environment. Children have good opportunities for physical exercise outside using a range of high quality outdoor play equipment where they can improve their balancing, jumping, and climbing skills.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	2
The effectiveness of the setting's engagement with parents and carers	2

### 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>	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