

# Bretton Community Pre-School & Kool Kids Holiday Club

Inspection report for early years provision

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<b>Unique reference number</b>	256743
<b>Inspection date</b>	01/07/2011
<b>Inspector</b>	Andrew Clark
<b>Setting address</b>	Bretton Childrens Centre, Watergall Primary School, Watergall, Bretton, Peterborough, Cambridgeshire, PE3 8NX
<b>Telephone number</b>	01733 262257
<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

Bretton Community Pre-School was registered in 1992 and is run by a voluntary management committee. The setting operates from dedicated rooms within Bretton Children's Centre in the grounds of Watergall Primary School in Peterborough. Children have access to a secure, enclosed, outdoor play area. The setting serves children and families from the local and surrounding areas.

A maximum of 52 children from two to eight years may attend the setting at any one time. The setting currently takes children from two to four years of age. There are currently 81 children on roll, all of whom are within the early years age range. The setting is in receipt of funding for early years education. The setting is open Monday to Friday from 8.45am to 3pm during term time only. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

There are ten members of staff who work directly with the children. Of these, five hold National Vocational Qualifications (NVQs) at level 3 and two hold NVQs at level 2. One member of staff holds an Early Years Practitioner Qualification and a Degree. Two staff are unqualified and working towards NVQs at level 2. The setting has access to further trained and qualified staff as required. The setting receives the support of the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting meets the needs of the early years children extremely well. This is a fully inclusive setting where the ambition and drive of the manager and all her staff ensures that all children, including those with special educational needs and/or disabilities, make excellent progress. Children feel very safe, confident and happy. There is an excellent relationship with parents and carers who make an exceptional contribution to the setting's success. All aspects of the provision are exciting, attractive and make this a thrilling place to learn. The setting has an outstanding capacity to continue improving in the future.

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

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

- extending the role of the topic work to further challenge and interest children in their learning.

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

Procedures for safeguarding children are excellent. Staff training for all aspects of protecting children's well-being is frequently evaluated and refreshed. The setting has rigorous recruitment and vetting procedures in place and very effective policies and procedures to monitor children's safety at all times. The promotion of children's welfare is central to the setting's work. Parents and carers are very well informed about the setting's safeguarding procedures and how they contribute to their children's overall safeguarding and well-being. Risk assessments and daily checks are completed, ensuring all hazards to children are minimised. There are excellent procedures for the administration of medication and for the effective recording of accidents and injuries. All records are extremely well maintained and securely stored. Staff make highly effective use of vibrant and exciting resources, including the use of exceptionally good quality information and communication technology to promote all areas of learning and to motivate children.

The organisation of the setting contributes greatly to the children's welfare and progress. The manager enthuses and motivates her staff by fully involving them in self-evaluation and improvement planning. Their vision to provide high quality care is firmly established. Staff are well qualified and trained for their designated roles. They are reflective and ambitious for the setting. They play increasingly strong roles in the development of the early years provision throughout the children's centre and local area. There are strong links with other providers. The self-evaluation procedures are excellent and lead to very precise and appropriate priorities for further improvement. Staff are very successfully involved in monitoring and evaluating the quality of their work. There is a clear and robust action plan for future development. The setting gathers the views of parents, carers and children, and acts very effectively up on them. The promotion of equality and diversity is outstanding. Staff are very well trained and efficient in quickly identifying any barriers to children's success and drawing on their own skills and those of specialist support agencies to overcome them. Excellent links with other settings and agencies are in place, and contribute significantly to the outstanding level of care and advice the staff are able to provide for all children.

The engagement with parents and carers is outstanding and has a very positive impact on children's personal development. Parents and carers find staff very approachable and appreciate the care they show their children. The setting is held in very high regard within the community. Parents and carers have a strong voice in improving the setting which has, for example, developed the progress and planning information they are given. As a result, they receive an excellent range of information about their children's progress on a frequent basis. The setting provides very useful information on a wide range of children's development issues and access to other educational and health professional such as, speech therapy and education psychology. Parents speak highly of the setting. Comments include, 'I have made the right choice', 'my child loves coming here', 'everything is done well' and 'the enthusiasm of the staff is brilliant'.

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

Children are very happy and make extremely good progress towards the early learning goals. The quality and standards of the early years provision is outstanding. Exceptionally good links with parents and carers and other providers means useful information on children's progress is freely shared. As a result, this supports their successful induction into the setting. The 'I share' books and learning journeys are a testimony to this. The manager and staff are very skilled in observing children's development and identifying the next steps in their learning. Information gained is then used extremely well to identify any gaps in a child's learning. Children are very independent and quickly develop very high levels of self-confidence because they are successfully taught to make decisions for themselves. The setting encourages children to have a sense of adventure within a safe but challenging environment. Children are inquisitive and enjoy exploring the natural world. They are involved in taking very good care of their chickens and hens and collect their eggs with care.

They are very involved in fund raising activities and are proud of their success. These skills prepare children very well for their future learning. Adults very skilfully question children and guide them in their learning. The outside area is used extremely well to promote an interest in plants and insects and to understand how to care for them. Children thoroughly enjoy their learning because they participate in exciting and unusual activities in a safe environment. Staff make very good use of training opportunities to improve the provision and outcomes for children. For example, the outstanding work on Every Child a Talker has helped promote high levels of early literacy and numeracy skills preparing all children well for their next stage of education. The 'Forest School' engages children in problem-solving and many other activities. The setting is looking for ways to further extend the impact of these topics, and similar initiatives, on children's learning. The strong focus on early communication skills and the excellent use of specialist support means children with English as an additional language make very good progress.

Children feel very safe and quickly establish secure relationships with staff which parents and carers fully appreciate. Projects on road safety and safety in the home contribute to this. The development of healthy lifestyles is outstanding. The staff offer a very good range of healthy snacks and school meals services ensure they have a healthy lunch. Children are actively and safely involved in preparing them. Staff make sure all food meets children's dietary and medical needs very well. They often use their own home grown vegetables in meals and talk about the foods that are good for them. Songs, rhymes and displays encourage good levels of hygiene. The large, secure and attractive outdoor area makes a very good contribution to children's progress in all areas of learning. There are especially exciting opportunities for children to climb, roll, run and jump and negotiate obstacles which help their physical and problem-solving development. The setting helps children make an outstanding positive contribution. Children regularly celebrate a wide range of festivals from cultures around the world and enjoy dressing in costumes of different faiths. Children of all abilities thoroughly enjoy

learning and are very successful.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

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

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

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