

# Brambles Pre-School and Out of School Club

Inspection report for early years provision

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<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

Brambles Pre-School and Out of School Club was registered in 1981. It operates from a portacabin within the grounds of Thorns Community Infants School. Brambles provides a pre-school, before and after school care and a holiday club. There is an enclosed garden and covered classroom. Children also have use of the school playground and hall.

This setting is registered on the Early Years register and the compulsory and voluntary parts of the Childcare register. There are 54 children on roll in the early years age group and 31 children in the later years age group. The pre-school operates on five days a week during term time only. The sessions are 9am to 12noon with an optional lunch club until 1pm. There are also afternoon sessions from 12noon to 2.45pm on Wednesday and Thursday. The out of school club operates from 8am to 8.50am and 3pm to 6pm, Monday to Friday and provides for children of the school. The holiday club is open from 8am to 6pm each day for children aged between four and 11 years from within the local community.

In the pre-school there are two full-time and seven part-time staff members who hold an early years qualification ranging from level 2 to degree level. In the out of school club there are two full-time and five part-time members of staff, all of whom hold, or are working towards, a childcare qualification of level 2 or above.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children quickly settle in this welcoming and child-friendly setting. They are cared for in a supportive, enabling environment that has a positive impact on their learning and development. Staff work well as a team and know the children well, therefore all children are able to actively participate in activities which meet their individual interests and developmental needs. Successful partnerships with parents and other agencies ensure that each child's care and education is tailored to their individual needs. Most documentation is in place and well maintained. Self-evaluation is an ongoing process and clearly identifies realistic areas for development and a strong commitment to continuous improvement.

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

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

- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well-being
- develop further, opportunities to increase children's involvement in the daily routines
- review the systems used to record staff hours of attendance to ensure they are maintained accurately.

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

Arrangements for safeguarding children are robust. Staff are confident and clear about their responsibilities in relation to ensuring children remain safe and protected. They receive regular training and the manager has recently undertaken training that includes safer recruitment. There are sound systems to ensure the ongoing suitability of staff, such as, renewing criminal record checks on a regular basis. Ongoing professional development is encouraged and all staff hold good levels of qualifications and experience. They are working towards developing consistent teaching methods that maximise opportunities for all children. All staff demonstrate a strong understanding of their roles and responsibilities and have a good understanding of health and safety issues. Risk assessments are completed and cover most aspects of the learning environments and outings. However, the risks associated with staff having hot drinks in the play room have not been assessed and could impact on children's safety. Staff routinely verify the identity of visitors to the setting and are vigilant about the safe arrival and collection of children. Children's health, safety and well-being are supported by the effective maintenance of most documentation. However, the current system used for recording staff attendance is not implemented consistently and could potentially compromise children's welfare. The deployment of resources provides an interesting and stimulating learning environment. Staff ratios regularly exceed the levels required and staff are deployed successfully to ensure that children are supervised safely at all times and they have ongoing support in their play. The learning environment both indoors and outdoors is well organised and supports children in freely choosing resources and equipment to promote all areas of learning.

The management team and staff have a clear vision for the setting and demonstrate a strong commitment to further enhancing the quality of the pre-school. Self-evaluation is an ongoing process. They are committed to working with external agencies to support the inclusion of children with special educational needs and/or disabilities. The staff have established good partnerships with external agencies, ensuring the continuity of care and learning for all children.

Parents are warmly welcomed into the group. A parents' notice board ensures that parents and carers have access to information about the running of the group and details of daily activities and current topics are displayed. For example, the setting's registration certificate, weekly planning and key worker information are clearly displayed. The daily exchange of information ensures that children's changing needs are consistently met. Parents speak positively of the setting's approach to meeting their child's individual needs, the friendliness of the staff and that they value highly the support in the transition to school. Parents are invited to attend regular meetings at the setting, where they are able to discuss their child's learning and development and make comments in their child's learning journal. The staff team work successfully in partnership with the host school, they frequently use the school hall and have regular sessions with the reception class teacher who spends quality time getting to know the children in the setting.

Consequently, this helps to allay children's anxieties and ensures their smooth transition into the classroom environment.

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

Children enjoy the time they spend at the pre-school, they are happy, settled and secure. All children respond to challenges with great enthusiasm and are beginning to develop good levels of independence, curiosity and imagination. However, opportunities during the daily routine are not fully utilised to promote children's independence, with specific regards to snack time. There is generally a good balance of adult-led and child-initiated activities which result in children being creative and active learners. Staff enthusiastically interact with the children and support them as they play, giving children the opportunity to choose whether to play independently, or in groups. Staff have a sound understanding of children's individual needs and have provided all children with an individual 'learning journey' folder, which contains both photographic and written information of children's learning, achievements and work. These folders are shared regularly with parents, who are encouraged to add any information related to experiences in the home. Children make good progress towards the early learning goals because staff know how to develop learning through play. Children of all ages engage in play situations, have fun and enjoy the company of their peer groups. Children freely explore their surroundings, both indoors and outdoors, with curiosity and interest.

Children freely access the welcoming and comfortable quiet area, where they enjoy looking through books with their friends. They enjoy telling stories to each other and looking at the pictures. Children actively join in with familiar phrases from favourite stories and enjoy using props to re-tell the story. Children confidently recognise their own names as their name cards are placed at the table for snack time. They also have many opportunities to develop their mark-making skills. Children's creativity is fully supported through a wide range of role-play equipment, construction toys and access to a variety of media, such as paint, water, sand, play dough and chinks. Children also have enormous fun as they enjoy exploring their natural environment. Children's physical development is supported well, as they have access to exciting and well-resourced outdoor areas, where they skillfully pedal bikes, throw and catch balls, water the plants and practise their balancing skills as they hop and jump from one 'stepping log' to another. They also have free access to a covered outdoor area that enables them to play in the fresh air in adverse weather conditions.

Children are beginning to develop an understanding of the wider world through planned activities, discussions with staff and through access to resources that are representative of diversity. Children are proud to tell staff about new achievements as they identify their photograph on the 'memorable moments' board and talk about their exciting experience or newly acquired skill. These achievements are also celebrated with their peer group at circle time. This helps children develop a sense of belonging and raise self-esteem. Children show a good understanding of healthy eating as they have fresh fruit each day at snack-time and also enjoy

discussing the contents of their packed lunch. Children learn about how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, children line up to safely access the outdoor play areas and are gently reminded how to use equipment safely. Children learn about effective hygiene routines. Younger children are supported to wash and dry their hands before snacks, while the older children manage their personal care needs well. Children learn to negotiate, share toys, take turns with equipment and show consideration for others as they play together and as a result, children's behaviour is commendable. They demonstrate that they are acquiring skills that will help them in the future.

## 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