

Bridgerule Early Years

Inspection report for early years provision

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Inspector Lynne Bowden

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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

Bridgerule Early Years pre-school was registered in 2010 and is managed by a voluntary committee of parents. It operates from the village school in Bridgerule near Holsworthy, Devon. Children have use of a dedicated playroom and fully enclosed outdoor play area

The pre-school supports children with special educational needs and/or disabilities. It is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 20 children aged from two years to under eight may attend the pre-school. All of these may be in the early years age group. There are currently 12 children in the early years age group. The pre-school is open from 9am until 3pm on Mondays, Wednesdays and Fridays. There are currently four members of staff. Of these, three hold appropriate professional early years qualifications and the fourth is working towards a National Vocational Qualification at level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very confident and secure at this setting. Staff plan and provide a range of activities which interest children and promotes their learning and development well. Documentation that supports children's welfare is well-maintained overall. The setting has identified some areas to develop and are taking steps to address these, showing their capacity for improvement. They work with other agencies and some other providers to meet children's needs. Partnerships with parents are good, overall, as they are well informed about the provision and their children's progress.

What steps need to be taken to improve provision further?

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

- involve parents in planning for their children's progress and develop systems to share information with other providers to promote continuity of care
- increase the detail in records of fire drills.

The effectiveness of leadership and management of the early years provision

Children are safeguarded by the effective recruitment and vetting procedures which ensure that they are cared for by suitable and qualified staff. The

comprehensive safeguarding policy and procedures support staff in protecting children. Risk assessments are carried out to keep the environment safe and the premises secure. Records are kept of fire drills but these lack sufficient information, such as the time taken to evacuate, to enable staff to identify and rectify any problems. Effective procedures are in place to address any medical needs and sufficient staff hold first aid certificates.

Staff meetings are used to reflect on practice and when areas for development are identified, steps are taken to address these. Key workers use their knowledge of their key children to identify individual children's next steps and plan activities to promote these. They respond flexibly to children's interests and quickly provide resources to support their activities and encourage their learning through experience. Parents inform the setting of their children's interests and levels of development at admission and are informed about their children's activities and development in their children's daily diaries and learning journals. However, they are not involved in identifying next steps and planning for their children's progress.

The setting works with other agencies such as the speech and language therapists to meet children's individual needs. They have close links with the local school to support children's transitions. However, they have not established systems to share information with other providers of the Early Years Foundation Stage to promote continuity of care and learning. The setting is well resourced, including resources showing positive images of people from a range of cultures. Children become aware of, and learn to respect and value diversity, when they use and access a range of resources that present positive images of different cultures and learn about local and other people's celebrations and cultures.

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

Children are confident at this setting, where children are comfortable and confident with their carers. Children work conscientiously and concentrate intently on chosen activities. Children's participation in fire drills and discussions about fire safety, results in them having a secure knowledge and awareness of how to react safely in case of fire. They behave well, happily following familiar routines. Children enjoy selecting and exploring books. Access to the outdoor play areas lets all children enjoy and benefit from the fresh air and observe the environment. There they watch and discuss passing traffic, especially tractors and farm machinery. They listen to and comment on nearby church bells, with one child describing the sound as being like a song. They develop coordination as they manoeuvre toy vehicles and pushchairs around the play area. Chasing bubbles they stretch and jump as they try to catch them and discuss where they might be blown to by the wind.

Children develop balance, strength and coordination as they hold on to the top of a wooden fence and methodically and conscientiously paint it with water. They use their imaginations well, as they pretend to be fire fighters, using squeeze bottles of water as hoses. This play develops as children channel water through some guttering. Working together they watch with delight as they dam the flow with

sand and see the water level rise supporting their understanding of early science. Children thoroughly enjoy searching for insects and studying the spiders which they find looking through magnifying glasses.

Children enjoy the sociable snack times when they become aware of nutritious foods as they talk about how the food and drinks they are having will give them energy for further outdoor play. They develop their physical skills and coordination as they learn to pour their own drinks. They begin to use number meaningfully when they count how many children are present and attempt to hold up the correct number of fingers while singing familiar number rhymes. Children follow good hygiene practices and wash their hands at appropriate times. They are encouraged to use the outdoor play area for exercise and fresh air. Healthy snacks are provided and children have the choice of eating packed lunches or nutritious hot lunches.

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	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

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