

Briscoe Little Acorns Pre-School Ltd

Inspection report for early years provision

Unique reference number	EY422878
Inspection date	29/09/2011
Inspector	Lynn A Hartigan

Setting address	Briscoe Little Acorns Pre School Ltd, Felmores End, Pitsea, BASILDON, Essex, SS13 1PN
Telephone number	01268 450 025
Email	info@blapre-school.co.uk
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

Briscoe Little Acorns Pre-School Ltd has been registered since 2010. It is managed by a group of trustees and managers. The pre-school operates from purpose built and adapted rooms within the Briscoe Centre in Basildon, Essex. There is an enclosed garden available for outdoor play.

The pre-school is registered to care for 52 children at any one time, aged between two and five years old. There are currently 130 children on roll. The pre-school opens each week day during school term times. Sessions are available between 8.45am until 11.45am and 12.30pm until 3.30pm. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are strategies in place to support children with special educational needs and/or disabilities and children learning English as an additional language.

The pre-school employs 20 members of staff, including the managers, all have appropriate early years qualifications from level 2 to level 6. One member of staff has Early Years Professional Status (EYPS).

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children progress exceptionally well through the Early Years Foundation Stage and the provision for the children's emotional well-being is also excellent. Children are happy and settled as a dedicated and motivated staff team ensure their individual needs are supported to a high standard. Excellent opportunities are in place to communicate with parents and effective partnership enhances the children's time at pre-school. Staff value children's uniqueness and great emphasis is given to inclusion to ensure their individual needs are supported. Excellent systems are in place for self-evaluation that includes the children and parents' comments

What steps need to be taken to improve provision further?

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

- reviewing the organisation of the playroom to ensure nappy changing procedures are effective.

The effectiveness of leadership and management of the early years provision

The staff team are dedicated to provide quality childcare and education and strive for excellence. The management team ensure that all adults working with the children have completed thorough checks to ensure they are suitable to do so. A robust safeguarding policy is clearly understood by all staff members and ensures

children's well-being is safeguarded. The staff team work exceptionally well within the premises and strive to provide the children with a rich learning environment. However, organisation of one playroom is not effective with regard to nappy changing. As a result, children's privacy is compromised. Opportunities are available for children to select resources spontaneously and excellent staff ratios ensure children's care and learning is supported exceptionally well. Children are cared for effectively by staff who acknowledge the importance of attending training courses and further their qualifications. For example, one member of staff has completed the Early Years Professional Status qualification. As a result, staff are able to contribute and improve practice.

The pre-school has a robust equal opportunities and diversity policy in place that supports their practises. For example, staff have established excellent relationships with the Traveller Education Service and represented the early years sector in the Gypsy, Roma and Traveller achievement programme. Children and their families with English as an additional language are supported, ensuring they are able to participate in every aspect of the pre-school. For example, information for parents is translated into different languages as required. Text in different languages is displayed throughout the setting. Resources, such as, dual language books and translation pens ensure children feel welcome and are able to learn within an inclusive environment. The pre-school have two members of staff who are equality named co-ordinators and highly qualified special educational needs co-ordinators, as a result children's unique needs are superbly supported

Staff consistently work hard to ensure communication systems for parents are varied and accessible. For example, as a result of consultation with parents, a successful 'library book loan' service was introduced, parents have an opportunity to discuss their child's progress whilst exchanging books. All staff are friendly, approachable and speak intuitively of children in their care. They speak with parents on a daily basis who are welcomed into the pre-school. Open evenings are arranged for parents to discuss their child's learning and care and view their child's learning journey. They are encouraged to be fully involved in their child's next steps in learning. Verbal references from parents and carers are highly positive with regard to every aspect of care offered to their children.

Extensive and continuous evaluation of the provision enables the management team and staff to identify good practices and areas for improvement. The management team are dedicated to providing a quality service and have strong links with outside agencies, such as, health professionals, the area's special educational needs co-ordinator and the local Sure Start Children's Centre. A rigorous, written self-evaluation is readily available which continues to be developed, ensuring children, parents and staff are able to contribute. The staff strive to improve relationships with schools in the area to ensure transition from pre-school to school is a positive experience.

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

Children are able to play in two large welcoming playrooms that lead out onto an enclosed garden. The provision of wet day playsuits and Wellington boots enable children to use this space throughout the year in all weathers. The continuing development of the garden, ensures children have opportunities to learn and develop in all six areas of learning. The pre-school environment is child-centred and child-friendly, as a result children happily leave their parents and engage in activities of their choice. New children are given very good attention to ensure they settle. Staff are familiar with the children's favourite toys and interests as good information is gathered from parents. For example, play sets are readily available to encourage children to engage in play. Posters, photographs and the children's art work are displayed and overall, this is at the children's level, creating a sense of belonging and a welcoming environment. Children's learning around Numeracy and problem solving is promoted exceptionally well. For example, children are encouraged to count how many construction bricks they have on their train and very young children are able to count to 10 and beyond. They are learning about the value of money, as they visit the local shop to buy milk for snack.

Ample opportunities are available to the children for mark making and developing their creativity. For example, walls and floors outdoors are covered with children's pictures. They mark make whilst having fun, expressing themselves, using paint brushes and large chinks to assist them in their creativity. Children use clipboards to write shopping lists and walk around the garden buying their shopping. As a result of the staffs' understanding of child development and how children learn, along with a good range of play and learning opportunities, children are progressing exceptionally well. Children are encouraged to contribute to the daily planning, building on their own interests and views, giving them autonomy. Children delight in choosing pictorial props from the 'song sack' and sit well, enjoying group singing sessions. Children are encouraged and supported to explore and discover for themselves. For example, they use natural materials in sand, sensory trays are provided and children have great fun playing in the mud, digging and watering plants. Children show sustained levels of interest, making models from boxes and recycled materials.

Children relish their time at pre-school and there is a very happy and calm atmosphere throughout the session, as a result of the staff's commitment and dedication to the children. Children's behaviour is very good. Staff are excellent role models and speak to the children with respect, focussing on positive reinforcement of good behaviour. Children's health and welfare is promoted to a good standard. Independence is encouraged and children readily wash their hands after using the toilet because they are familiar with everyday routines. Arranged visits to the pre-school from a theatre company and the local community police officer, help children understand the importance of personal safety in a fun way. Projects around nutritious foods promote the children's understanding of how to stay healthy. For example, children have fun making fruit smoothies for snack time.

Children are beginning to have an excellent understanding about other cultures and beliefs as many opportunities to learn and celebrate different festivals and traditional days are incorporated within the planning. This enables children to have an understanding of the wider world and embrace differences. Some good toys and resources that represent diversity are also available to the children. Staff document children's achievements in learning journals and observations made are supported by photographs and samples of the children's work. Children's next steps in learning are identified to inform future planning and ensure sufficient challenge is offered.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	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