

Bramford Pre-School Playgroup

Inspection report for early years provision

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Inspector Hazel Meadows

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Type of setting Childcare - Non-Domestic

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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*.

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Description of the setting

Bramford Pre-school was originally established in 1969 and moved into new premises in 2008. It operates from a purpose designed building on land adjacent to Bramford Primary School in the village of Bramford, Suffolk. It is managed by a voluntary management committee, made up of parents of some of the children who attend the pre-school. There is level access to the premises and an accessible toilet is available off the main playroom. Children have access to a secure outdoor play area.

The pre-school is registered by Ofsted on the Early Years Register. A maximum of 25 children, none of whom may be under two years, may attend the pre-school at any one time. There are currently 40 children aged from two to five years on roll. Of these, 29 children receive funding for early education.

The group is open Monday to Friday, term time only, with the exception of Tuesday afternoons when a parent and toddler group runs from 1.45pm until 3.15pm. Pre-school session times are from 9am until 11.30am and 1pm until 3.30pm. A lunch club is also offered from 11.30pm to 1pm. Children come from a wide area and may attend for a variety of sessions. The setting supports children who have special educational needs and/or disabilities and children who speak English as an additional language.

The group employs nine staff, the majority of whom are trained to level three. The senior play leader is trained to level four and two staff have completed Cache Level four Accredited Special Educational Needs training. The group also employs a part time administrator. The group is a member of the Pre-school Learning Alliance and receives support from local authority advisory staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and relaxed at this stimulating and welcoming pre-school where they flourish, making excellent progress through the Early Years Foundation Stage. Highly committed and competent staff work extremely well as a team to care for the children, support their play and enhance their learning. Children benefit from the very positive and trusting partnerships which are established with parents and others. Inclusive practice is actively promoted and each child's individuality is embraced and valued. Most documentation and procedures are in place and work well in practice to promote children's welfare. Ongoing reflection and self-evaluation promotes high quality in all areas and supports the setting's strong commitment to continuous development.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain information about who has legal contact with the child and who has parental responsibility for the child (W1.1 Safeguarding) 28/10/2011

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

- consider ways to improve regular verbal feedback to parents regarding their child's welfare, learning and development
- implement plans to further develop and improve the outdoor environment to enhance children's play and learning experiences outside, across all areas of learning.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as staff are clear of their responsibilities to protect children. All staff have attended safeguarding children training and have a secure awareness and understanding of safeguarding issues. Robust recruitment procedures are in place to ensure staff's suitability to work with children and all staff have a Criminal Records Bureau clearance. The group has a written policy, plus local safeguarding contact details to refer to should they have concerns about a child. The setting is secure and staff are watchful of the children and very attentive to their safety. Thorough written risk assessments are undertaken for the premises and for outings, to effectively identify and address potential hazards and minimise risks to children. There are effective procedures for emergency evacuation in place, which is regularly practised and recorded.

The experienced and highly dedicated staff team work extremely well together to ensure the smooth running of the session and that all children are well supported. Annual appraisals are undertaken to support staff development and there is a commitment to additional training to enhance practice and improve outcomes for children. Ongoing reflection of practice contributes greatly to the setting's ability to maintain continuous improvement. Any areas identified for improvement are promptly rectified and all the recommendations from the last inspection have been addressed. A thoroughly completed Ofsted self-evaluation form, dated January 2011, offers an accurate overview of the setting. It identifies well-targeted plans and aspirations for the future, many of which have now been achieved. Plentiful resources, including several made of natural materials, are of high quality and used effectively by staff.

The group has a very positive attitude and approach towards diversity which is reflected well in the resources and activities available. Practice is enhanced by designated staff completing specific training with regard to Special Educational Needs. Staff's excellent knowledge of child development and of the individual children enables them to identify early any additional needs a child may have. They work very closely and openly with parents, liaising with other childcare

professionals, if required, to ensure each child receives appropriate support at an early stage.

Documentation is well organised and readily accessible. Comprehensive details are obtained about each child to support their welfare and signed parental consents are obtained to ensure children are cared for according to their parents' wishes. However, information about who has legal contact with the child and who has parental responsibility are not routinely obtained. All records are securely kept and accurately maintained. Clearly written policies are in place to support practice and are readily available to parents.

Staff work hard to establish open and trusting partnerships with parents, which is conducive to children's welfare, learning and continuity of care. Parents' views are welcomed and actively sought through questionnaires, which are heeded by staff. Parents are actively involved on the committee and fundraising events are well supported. Parents are also invited into the setting, for example, a dads and granddads day was well attended and very successful. Parent evenings offer parents opportunity to see their child's Learning Journey development record and to talk in more depth with their child's key person. Communication books have been established for parents who are unable to get to the setting, to offer a two way method of keeping in touch. A well presented notice board offers parents much relevant information and a photograph folder shows the children learning through a diverse range of fun activities. Comments received from parents during the inspection are mostly very positive. Parents state their children settled well when they started and are very happy. They find staff friendly and approachable but state they would welcome more regular feedback about their child. The setting has established a very positive partnership with Bramford Primary School to promote smooth transitions for the children into reception. The group has close links with, and receives support from, local authority advisory staff and other professionals who support children with additional needs, as required.

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

Children are keen to come in to the inviting, well prepared setting and they enthusiastically explore the activities available. An extensive range of good quality resources is easily accessible in picture-labelled tubs on low-level shelving, enabling children to make their own choices and selections, promoting their independence. Staff offer a creative and imaginative range of fun and engaging activities, which encourage and inspire the children to become active and inquisitive learners. Staff have an excellent knowledge of the learning and development requirements and clearly recognise the importance of children learning through play and first-hand experiences, using all their senses.

A group of children are highly engaged with making soup from a butternut squash, brought in by one of the children from an allotment, plus other vegetables. Discussion and learning is well promoted by staff as children explore each vegetable and help to cut them up. The activity is reinforced with related books on the harvest display and at snack time most children enjoy sampling the finished

soup. Children learn about living things and the world around them as they go for walks in the adjacent school grounds. They collect leaves and make pictures on their return which are put on display. They help grow and care for flowers, fruit and vegetables in the outdoor area, and fragrant herbs offer another sensory experience.

Children have many opportunities to explore a range of media and textures including paint, clay and sand. Many examples of their artwork adorn the walls, helping them feel valued. Role play is well supported with a range of dressing up clothes and a play kitchen indoors. Outside, children delight in pretending to go on a journey on the wooden train, using genuine train tickets. Shop props, such as play money and foods, set up in the playhouse, encourage counting and conversation. Staff skilfully enhance children's play and learning experiences by entering into their games.

Children are developing an appreciation of books as they freely access the well stocked book corner or borrow books to take home. Big books and magnetic stories are available and at group story time all children listen attentively and are keen to participate with props involving each of them. Children successfully recognise their names as they self register or find their names at snack time. Many opportunities are used to encourage mark making and pre-writing skills, such as painting with water and paint, crayons and drawing in the sand or snow. Staff are caring and attentive to the children and get to know them very well as individuals. Information gathered from parents, All About Me sheets and observations offer staff an insight into each child's individuality, plus the starting points in their learning. This helps staff to support them accordingly. Children are very at ease in the setting and form open and trusting relationships with staff and one another. Most are developing positive self-esteem and are becoming confident communicators, freely approaching and talking to staff and visitors. Children's behaviour is very good. Positive behaviour is acknowledged and praised and explanations are offered to help children learn to manage their own behaviour and consider others. Children learn to keep themselves safe through discussions and first hand experiences, for example, road safety is practised and re-enforced on outings.

Staff have developed an effective method of monitoring children's individual progress towards the early learning goals using Learning Journey development records. Most observations are linked to the areas of learning and supported with photographs or examples of the child's work. Some observations are utilised effectively to identify the child's next step and to inform weekly planning, aiding children's individual progression.

Staff are vigilant regarding hygiene, to minimise the risk of cross infection. Children are learning good hygiene practice, such as hand washing, through regular routines, picture guides and reminders from staff. The setting provides an excellent variety of healthy and nutritious snacks, promoting children's understanding of healthy eating. This is re-enforced when the children sample their home-grown produce, make fruit kebabs and try home-made soup. Water is readily available, ensuring the children are well hydrated. Children's independence skills are encouraged as they pour their own drinks and spread their own bread. Some also offer to pour drinks for other children, asking if they would like some more. Children have daily opportunities for fresh air and exercise, promoting a

healthy lifestyle. They have free access to the outdoor area, enabling them to choose their preferred play and learning environment and many play outside for considerable periods. They are developing their physical skills and coordination with ride on toys, swings, balancing on stepping stones and stilts and kicking and throwing balls. Staff have plans to develop and further utilise the outdoor area.

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	1
The effectiveness with which the setting deploys resources	1
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	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	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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