

Bruntwood Pre-School LTD

Inspection report for early years provision

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Inspection date

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Inspector

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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*.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Bruntwood Pre-School LTD was registered in 2007. It operates from two rooms within Emmanuel Church hall, which is situated in the Cheadle Hulme area of Stockport. Children have access to a large playroom, a hall and outdoor play area. The group opens Monday to Friday from 9.15am to 12.15pm during school term time.

The pre-school is registered with Ofsted on the Early Years Register. A maximum of 30 children may attend the pre-school at any one time. There are currently 33 children on roll. Children attend for a variety of sessions and come from a wide catchment area. The setting supports children who speak English as an additional language.

There are 11 members of staff, eight of whom hold early years qualifications to at least level 2. One member of staff has recently achieved Early Years Professional Status. The setting provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in the organised and inviting environment. All staff have a knowledge of each child's needs to ensure that they make good progress in their learning and development. Children's welfare needs are appropriately met as the staff team establish positive links with parents. Regular self-evaluation by the manager and staff makes sure that priorities for development are identified and acted on. All staff attend regular training in core skills, as well as achieving appropriate early years qualifications. Areas for further improvement have been identified and particularly focus on updating the records and the observation and assessments of each child.

What steps need to be taken to improve provision further?

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

- develop the observation and assessment system to ensure each observation is linked to the appropriate area of learning, children's next steps are clearly highlighted and planning is informed.

The effectiveness of leadership and management of the early years provision

The manager and staff team have a good understanding of child protection and their responsibilities if they are concerned about a child's welfare. They are confident to follow procedures and link with other agencies to ensure children are safe. A comprehensive child protection policy is shared with all staff and parents to

keep them well informed of their responsibilities. Detailed risk assessments on the premises and for outings ensure that safety is continually monitored and reviewed. Fire drills are practised regularly which means that all children and staff understand what to do should the need to evacuate the premises arise.

The staff team actively promote equality and diversity in everyday activities and when purchasing new toys and equipment. The manager and staff have a good understanding of diversity and the way other people live and celebrate. Resources are deployed well to encourage children's independence and choice. The manager and staff team share information with parents on a daily basis to keep them informed of their child's development, as well as regular meetings to enable them to discuss and change ideas. Positive links with other providers of the Early Years Foundation Stage have been fully established and impacts on the continuity of care and learning for each child.

The staff team have a good knowledge of the Early Years Foundation Stage Framework and are continually supported by the local authorities early years professionals. Systems are in place to observe and assess children's progress, however, these are not always meaningful or directed to children's next steps, which has a negative impact on the quality of planning for children's individual learning. The manager and staff have successfully completed a range of relevant training since registration, which enhances the professional development of the staff team. Most of the required records and documentation are in place and of good quality, including detailed policies and procedures. Nevertheless, children's hours of attendance is not clearly recorded in the register. This is a breach of requirements.

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

Children are very happy and well settled. The welcoming and inviting atmosphere and positive interaction from staff enables them to feel safe and secure which ensures trusting relationships are formed. Emphasis is placed on children learning through play, exploration and fun. A varied range of age-appropriate and well-planned activities are available for children to choose from. This ensures all children are able to participate in activities of their choosing.

Children thrive as they are allowed to be themselves and make good use of the toys, equipment and materials available to them. They relate well with their peers and seek support and comfort from the staff as needed. Children are thrilled when they see the star shape they have cut out of the play dough and proudly show the elephants they have made from old milk cartons. Children make large towers with the wooden bricks and show interest in the tracks that the trucks make in the sand. Circle time is thoroughly enjoyed by the children and they show confidence as they join in with the singing and dancing. A varied range of textured materials, such as, paper, soft toys and fabric are available at all times to ensure children are able to use their senses as they explore and make things. Children develop a positive attitude towards diversity and take part in activities linked to various

festivals. There is a range of dressing up clothes and musical instruments, as well as books and posters that reflect positive images of different cultures. The planned art and craft activities link to cultural festivals throughout the year.

Children develop a keen interest in nature during their outdoor play. They successfully plant seeds and sow fruit and vegetables to give them a good understanding of where food comes from. Children learn about the life cycles of butterflies and stick insects as they watch the eggs turn into a caterpillar, a chrysalis and then a butterfly. The manager and staff team liaise with parents in order to meet children's individual dietary requirements. They are given varied snacks of fruit and yoghurts and access fresh drinking water whenever they are thirsty.

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