

Bramcote Pre School Playgroup

Inspection report for early years provision

Unique reference number	253115
Inspection date	08/11/2011
Inspector	Alison Putnar
Setting address	Bramcote Memorial Hall, Church Street, Bramcote, Nottinghamshire, NG9 3HD
Telephone number	0773 9047616
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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.

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Description of the setting

Bramcote Playgroup opened in 1965. It operates from the Bramcote Memorial Hall which is situated in Bramcote Village. It is close to one of the main roads leading in to Nottingham city centre. The playgroup has access to the main hall, committee room, community room, kitchen, toilets and an enclosed outdoor play space. The setting is registered to care for 50 children under eight years at any one time. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 41 children from two years to five years on roll. This includes 34 funded children. The playgroup supports children with special educational needs and/or learning disabilities and children who speak English as an additional language. The pre-school operates on a Monday, Tuesday and Friday from 9am to 3pm and from 9am to 1pm on Wednesdays and Thursdays. A lunch club operates each day from 12pm to 1pm which all children may attend. Children attend for a variety of sessions during the week. The pre-school operates during school term times.

There is a total of eleven staff who work with the children, ten of whom hold relevant childcare qualifications. One staff member has completed an early years degree, while another has achieved Early Years Professional status. The pre-school is a member of the Pre-School Learning Alliance. Staff receive support from an advisory professional from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The needs of all children are met as the setting works exceedingly well with parents. Key persons gather all relevant information to ensure that every child is included and supported to make good progress in relation to their starting points. Effective arrangements are becoming established for working with relevant professionals and other settings the children attend to support children's care and learning needs. Children's welfare is supported through secure practices. Those in charge have an accurate understanding of the setting's strengths, enabling them to highlight relevant areas for further development ensuring a continually improving setting.

What steps need to be taken to improve provision further?

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

- develop further links with other settings some children attend, such as local childminders, sharing individuals next steps for development so all can work together to provide even greater continuity in children's learning
- implement the areas for further development from the self-evaluation to secure further improvement and to have maximum benefit on outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected as the staff team capably implement a range of effective policies and procedures to maintain a safe and healthy environment. Staff are aware of the required duties to work with relevant authorities in the event of concerns for children's well-being. Robust risk assessments are conducted to further reduce the likelihood of accidents and children are consistently supervised. Practical activities and discussions are used appropriately to help children consider safety issues for themselves without being fearful. Through effective recruitment and induction procedures managers ensure that adults caring for children are suitable, well qualified and experienced for their role. Managers lead and encourage a culture of reflective practise; as a result, staff are enthusiastic and dedicated to further training and make ongoing improvements for the benefit of the children. This is clearly evident through the development of the outdoor sensory garden, where staff create a wealth of learning opportunities as they recognise that some children learn better outdoors. Through completing the self-evaluation they recognise strengths in the provision and consider areas for further development, such as improving methods for assessment and planning. The setting now needs to implement and embed their improvement ideas to show maximum benefit on the children.

The staff team create an enabling environment where the wide range of resources and effective deployment of staff contributes to children's good progress and enjoyment. The staff team work well together, sharing their skills and making good use of space for the benefit of the children. For example, a staff member with a musical flair leads a singing session with her guitar in the main hall, whilst another enthusiastically engages younger ones in a story session using visual aids in a side room. Children are able to make choices to play indoors or outdoors throughout the session to further support their enjoyment. The staff team have a secure understanding of the Early Years Foundation Stage and of how young children learn. Methods for observing, tracking and planning for children's progress are continually improving. Staff identify next steps for children to work towards and use these and their knowledge of children's interests to plan a wide range of enjoyable activities to help children build on the skills they already have.

The setting effectively and actively promotes equality of opportunity. Through forward planning and secure methods of working in partnership with parents and relevant professionals, staff develop exceptional knowledge of each child's background and needs. They ensure that all children are included and supported to make progress in relation to their individual starting points. Methods, such as using visual aids, gesture and sign language or learning words in children's home language are used to aid communication and support children with developing language skills.

Activities are positioned at appropriate levels to enable all children to be actively engaged. A range of worthwhile activities are provided that help children to explore their own and each other's cultural backgrounds in positive ways. The

setting has highly positive relationships with parents. The effective settling-in procedures ensures that a key person is allocated for each family, enabling bonds to form and a sense of trust to develop. Parents are able to contribute to decision-making on key matters, such as the opening time for the provision through the use of questionnaires. They are kept very well informed about all aspects of the provision and their children's progress through on-going discussions, newsletters, and regular face to face meetings.

The setting establishes good working relationships with other settings the children attend, ensuring that information such as details of any accidents are shared, promoting continuity in children's care. Discussions focus less on individual's progress, making it more difficult for all to work together to support children to reach their full potential.

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

Staff keep up-to-date with details of children's interests. This information is used efficiently to plan relevant activities to extend individual's learning. Children enjoy their play and are active participants in their learning environment as themes are based on their interests, such as pets. A group demonstrates good language and social skills as they independently play together in the role-play 'pet shop'. They verbally share their ideas and willingly cooperate, taking turns to be the dog being walked and trained. Leaflets and written signs along with mark-making tools are provided in the area to support children's early literacy skills as they play. Children show independence in their play as they can help themselves to additional resources from accessible units and can use a 'choosing book', enabling those with less developed language to indicate to staff from photographs which toys they would like to explore. Children make impressive progress in their personal, social and emotional development as an effective foundation for future learning. Those new to the group settle very quickly through the support and comfort provided by staff. Individual encouragement and praise are given as children persevere or attempt new skills, such as writing letters of their name at the mark-making area, attempting to button their coat or correctly counting dinosaurs and finding a corresponding written number. Staff act as excellent role models for considerate behaviour and children respond happily to reminders of practices to keep themselves safe, such as keeping to the path on the short walk to the outside play area. Visual aids and pictures are used effectively to remind children of the expectations for behaviour, such as the need to listen and sit quietly at group time.

The pre-school recognises the importance of promoting children's awareness of diversity throughout its work. Consequently, children's knowledge and understanding of the world is well supported because differences are recognised and valued. Significant events are celebrated. Staff talk to children about their own and other cultures and they have access to toys and resources reflecting diverse languages, lifestyles and practices. Children join in using spoken or sign language during registration time, ensuring all are included. They develop a sense of community as they visit the preschool's section of the allotment. Here they benefit from practical activities to grow and care for their own fruits and vegetables and

learn to respect and care for others belongings as they keep to the path when looking at their neighbours produce. These outdoor activities, along with the frequent use of the sensory garden, help children to understand about healthy lifestyles as they benefit from the fresh air and exercise. Good provision is made to ensure children can get outside in all weathers as the pre-school provides appropriate outdoor clothing and a canopy area. Children follow good hygiene practices as they are reminded to wash their hands before snack time and are supported to manage their toileting skills. Children practise and develop their physical skills through using a wide range of resources indoors and outdoors, including bikes, balancing beams and climbing frames.

Children explore creative skills and develop control needed for future writing when using a wide range of craft materials and tools. Children are familiar with many aspects of everyday technology, such as using phones and tills in pretend play and independently complete simple computer programmes. They enjoy seeing themselves and their activities captured on the pre-school camera and show a sense of belonging as they recall events they have taken part in. A child enthusiastically remembers the animals that visited pre-school when looking at the slide show on the laptop. Early reading skills are supported as children independently look at books in the comfortable reading area and enjoy listening to stories in larger group sessions. Staff successfully organise story and smaller group sessions to enable them to pitch activities at the appropriate level for children's understanding and concentration. Staff effectively support learning through their own involvement. They skilfully ask open-ended questions to encourage children's thinking and language development or count those present during activities, helping young ones develop early mathematical skills for 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

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	1
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	1

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	1
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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