

# RAF Brize Norton Pre-School

Inspection report for early years provision

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**Unique reference number** EY281461  
**Inspection date** 30/11/2011  
**Inspector** Sandra Croker

**Setting address** Stanmore Crescent, Carterton, Oxfordshire, OX18 3UG

**Telephone number** 01993 897215

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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

RAF Brize Norton Pre-School opened in 1999. It operates from an old Health Centre in Carterton, Oxfordshire and children have access to a secure enclosed outside play space. Children attend from the local area.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They may provide care for 50 children under eight years at any one time, all may be in the early years age range. There are currently 46 children aged from two to four years on roll. The pre-school provides free early education for three- and four-year-olds. Children attend for a variety of sessions. The pre-school opens each weekday during term-time. There is a session for three to five year olds from 8.30am to 11.30am and for rising threes from 12.15pm to 2.45pm. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are six staff employed to work with the children; of these, two have early years qualification at level 2, three have qualifications at level 3 and one has an early years qualification at level 4 or above. The pre-school receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are content and make good progress towards the early learning goals. They play in an overall inspiring learning environment that meets all children's needs. The manager and staff have a thorough understanding of the strengths and weaknesses of the provision and take effective steps to improve. Leaders and managers communicate ambition and motivation and secure improvement well. There are effective arrangements to safeguard children and promote their health and safety, including links with other professional agencies. Overall, the strong links with parents/carers help to include them in their children's care and education and they are kept well informed of their children's development.

## What steps need to be taken to improve provision further?

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

- enhance the partnership with parents by offering them ideas about how to support and extend their child's learning at home
- enhance the use of visual signs, symbols, notices, numbers and words in the outdoor environment to support children to begin to read and write.

## **The effectiveness of leadership and management of the early years provision**

Robust safeguarding procedures and strong recruitment strategies assess the appropriateness of staff working with the children. Staff fully understand their safeguarding duties, so that children are protected and cared for in a safe and secure environment. Comprehensive risk assessments are carried out and this ensures effective arrangements are taken to reduce or eradicate risks to children. A designated health and safety officer ensures these are maintained.

Self-evaluation involves the staff team and recognises the strengths and weaknesses of the pre-school well. Continuous reviews of the quality of the pre-school take place through dialogue with children and parents. Leadership and management are confident about what the pre-school needs to do to improve further and have been effective in making and sustaining developments. Staff are well organised and have a clear understanding of their roles and responsibilities. A detailed collection of policies and procedures guide staff practice and are implemented effectively to promote children's health and ensure their welfare. In general resources and equipment are effectively labelled and provide children with easy access. However, outside resources and equipment are not as well labelled to further support children's reading and writing skills outdoors. Children have ample opportunities to make choices and take shared responsibility for their own learning and play.

Overall there is a strong partnership with parents, who comment very positively on the pre-school. Staff work thoughtfully with parents to settle children and ensure that individual needs are met successfully. Parents are involved in the life of the pre-school through newsletters, daily discussions and notice boards, which display useful information, such as the weekly planning of activities. Records of children's learning demonstrate the strong understanding that key workers have regarding individual children's needs and stages of development. However, some parents do not feel they fully understand how to help their children make further progress with their learning at home. Staff show good care and understanding of equality and diversity, enabling them to provide a facility which is inclusive to all. Detailed information is obtained from parents initially, when settling in, to ensure that staff are fully attentive of and can meet children's individual needs. The pre-school has established good links with school and strong partnerships assisting children with specific needs. Information is shared with families needing extra support. There is an interesting and empowering environment created, both indoors and out, which encourages children's independent learning.

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

Children are content and settled and understand the routines of the day. They show good levels of independence and a willingness to tackle self-chosen and

adult-led play. The pre-school is wonderfully presented and provides an interesting environment for children. Staff use spontaneous and structured observations regularly to help in planning next steps, so that activities meet each child's needs. They record and track children's progress systematically. Carefully planned activities take into consideration the individual interests of children and offer new and motivating tasks across all areas of learning. There are daily times for outdoor play. Children are constantly praised and their achievements appreciated, helping them develop an understanding of acceptable behaviour, like being kind, sharing and taking turns. Children are stimulated and become involved in the activities and resources available to them, showing good levels of concentration and playing purposefully. Children behave well. There are good measures in place to support those families with English as an additional language and robust partnerships have assisted staff in developing effective approaches, when managing children with additional needs.

Children's language is good. Staff model language thoughtfully, increasing children's vocabulary. For example, a child links a task to the current topic on 'opposites' by pointing out to staff that their box has a top and a bottom. Staff explain to the group that the top of the box is called a lid. The children confidently name the two dimensional shape they see in the lid of their box. Children use language to describe how they must water their plant to help it to grow. Staff effectively question the children to expand their explanations so that children confidently predict that the flower will grow from the seed they've planted. Staff appropriately and actively promote equality and diversity. For example they effectively support a child with their role play in the doll's house which had become a hospital. The child plays a nurse who is helping to care for someone who has a physical disability. Children's knowledge and understanding of the world around them is encouraged. A boy dressed as a nurse excitedly explains how their emergency first aid kit works following thoughtful prompts from staff. The pre-school environment has resources that improve the good development of children's skills for the future. Children share stories with staff explaining that 'bats don't have large cheeks like that' as they show a keen interest in the illustrations. Children work well together on the computer using the mouse to click and drag objects into places of their choice. Children recognise numerals and count when thinking about the date or when jumping along number lines. Children delight in number songs and rhymes. These enable them to experiment and practise their number skills with growing confidence. Children enjoy their play as they make different sized sand castles in the sand. The children excitedly make a variety of drinks and cakes as the sand tray transforms into a cafe. Children are interested in writing as they delight in mark making with whiteboards and colourful pens. They draw with chalks on the wall outside. Children are supported well to begin to read and write through the use of visual signs, symbols, notices, numbers and words around the pre-school but these are less evident outside.

Children's independence is supported well as they decide for themselves which fruit to eat at snack time. They capably pour their own milk, fruit juice or water. Children confidently move around the setting choosing and guiding their own play and learning because resources and activities are readily available to all. Good hygiene practices are promoted. Snacks are well balanced and nutritious. They have good opportunities for physical exercise outside. Children play competently

and happily on wheeled toys. They use a good assortment of high quality play equipment where they can improve their balance, jumping, and climbing skills.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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