

# Bright Horizons Pre-School Group

Inspection report for early years provision

---

<b>Unique reference number</b>	101767
<b>Inspection date</b>	05/12/2011
<b>Inspector</b>	Sandra Croker

<b>Setting address</b>	Westbury-on-Severn C of E Primary School, The Village, Westbury-on-Severn, Gloucestershire, GL14 1PA
<b>Telephone number</b>	01452 760303
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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

Bright Horizons Pre-School Group opened in the 1960s. The pre-school is run by a committee made up of parents of children at the group and members of the local community. It operates from a room in Westbury-on-Severn Church of England Primary School, in Gloucestershire. Children have access to a secure enclosed outside play space. The 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. There are currently nine children from two years old to four years old on roll. The pre-school provides free early education for two-, three- and four-year-olds. Children attend for a variety of sessions. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The pre-school opens on Mondays from 9am to 11.30am, and on Mondays and Thursdays from 12.15pm to 2.45pm.

There are four staff employed to work with the children, of these, three have early years qualifications at level 3. 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 making very good progress in this friendly pre-school, where staff, parents and others work in close partnership to meet each child's exclusive needs. There are highly effective arrangements to safeguard children and promote their health and safety, including links with other professional agencies. Overall children are involved in the life of the pre-school as the organisation of the environment fosters their independence and enables them to make numerous choices in their play. Staff understand children's individual needs and interests well and generally use this knowledge effectively in their planning. Good partnerships with parents ensure that quality, meaningful information is shared. The pre-school's self-evaluation is established, clearly highlighting areas for improvement and taking account of the views of others. Staff demonstrate a good capacity to make ongoing improvements.

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

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

- enhance assessment methods to ensure children's future learning is consistently reflected within the weekly programme of activities
- enhance opportunities for children to independently select and use resources

outside.

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

The provisions for safeguarding children are good with robust procedures for vetting staff in place. Checks include Criminal Record Bureau Disclosures, references and checking qualifications to assess the suitability of staff working with the children. Good supporting policies are in place and clearly outline the procedures to follow should staff have a concern regarding child protection. Staff are fully aware of their obligation to protect children and to keep them safe. The pre-school is well-run and managed and staff have good self-evaluation processes in place for recognising what works well and areas for improvement. Staff meet regularly to discuss planning and assessment and share information with one another. The views of parents are taken into account when identifying priorities for improvement. All the staff are committed to development, and have clearly identified plans for the future of the pre-school. Staff are well deployed and have a clear understanding of their roles and responsibilities. A detailed range of policies and procedures guide staff practice and are implemented effectively to promote children's health and ensure their welfare. Overall the pre-school is an inspiring and enabling environment which promotes children's independent learning. The pre-school is well resourced with equipment and toys appropriate for the specific ages of children. However, the resources outside cannot be independently accessed by the children. Staff are very well-deployed, which helps to ensure children receive effective supervision and high levels of attention, both indoors and outdoors.

Staff have excellent links with parents. Parents have regular opportunities to come into the pre-school giving them an insight into their child's needs, interests and accomplishments. For example, parents came in recently to see the children's portraits created in the style of a famous painter. This helps parents and carers understand ways in which they can help their children learn and play at home and to see the progress their children are making. Parental involvement is encouraged through newsletters, daily discussions, notice boards and activities. The pre-school is inclusive to all and staff show a good appreciation of equality and diversity. Staff know their children and families well. They gain thorough information from parents initially so that children's individual needs are met. Staff use resources, activities and celebrations to promote discussions about similarity and difference and to increase awareness and understanding of diversity. Relationships with the school are highly effective. Staff from the pre-school and school know each other very well, and work together to ensure the children are well-prepared for transition.

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

Staff involve children well in choosing activities. Staff create a positive, interesting and exciting environment with lively displays of the children's work. Children clearly

enjoy their time and achieve well because activities are well-planned, organised and resourced. There are daily opportunities for outdoor play. Staff involve children well in choosing activities outside. However, children cannot access resources independently when they go out to play. All children are helped to value diversity through celebrating festivals such as Easter, Diwali and the Chinese New Year, and activities such as storytelling and food tasting enrich their experiences. Detailed on-going observation and assessment are undertaken by staff and provide a clear insight into the children's progress. However, the identified next steps in learning for individual children are not always reflected in the planning process in order to maximise children's progress. Children are polite and well-behaved. Staff are excellent role models who provide praise and encouragement to all the children. They work hard to develop their self-esteem and confidence. Children are content as they play individually or in small groups. Staff interact appropriately with them; they maintain eye contact and get down to the children's level as they play and talk with them. Staff identify children with additional needs quickly. The pre-school has good relationships with other professionals. This has helped staff to develop effective strategies, when managing children who need extra help.

Young children's language is good. Children enjoy singing songs and joining in the actions. They have easy access to books which they look at independently in quiet, comfortable reading areas and are keen to have stories read to them by staff. Writing materials are freely available and children enjoy mark-making and drawing pictures. Staff model language thoughtfully, increasing children's vocabulary. For example, children repeat words being used by staff whilst talking about models that they have made. Staff give praise as children use their own words and form simple sentences whilst they role play filling their bikes and cars with petrol at the pretend garage. Children use language well to explain why they are undertaking their chosen activities. Staff help children to deepen their understanding and develop their explanations by effectively questioning children as they build shelters for their toys from construction materials. Staff read stories in different languages to effectively enhance children's awareness of equality and diversity. Children confidently recognise numerals and count when playing. Children count the children waiting in a line. Children use developing mathematical ideas well as they think about how much petrol to put in their car at the role play garage. They work out how tall to make the walls of the shelter for their toy before they put on the roof. Children enjoy number songs and rhymes. These enable them to experiment and practise their number skills with growing confidence. The pre-school environment has resources that enhance the good development of children's skills for the future. For example there are mobile phones and cameras that children use in their role play. Children's knowledge and understanding of the world around them is promoted through using daily play resources where they activate sound and light, play with dolls, look at books and complete jigsaw puzzles.

Children are effectively learning about healthy lifestyles. Children understand the routine of hand washing before snacks and after using the toilet. Children's health is promoted well as they take part in daily play outdoors in the fresh air, experiencing a variety of weathers. Children ride wheeled toys. They enjoy opportunities to climb and balance in the school's adventure playground. Healthy snacks are eaten and water is always available for children to help themselves to. Information for parents and displays, remind families and children about healthy

eating. Children develop a good understanding of how to keep themselves safe. Before going to the playground they tell staff how they should behave and why this will keep them safe. The children count the number of children in the line before they go and they count themselves in the line before they come back. They learn to use a range of tools safely, including knives to prepare snacks.

## 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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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
--	-----