

Red Brick Pre-School Playgroup

Inspection report for early years provision

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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.

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Description of the setting

Red Brick Pre-School Playgroup has been registered since 1980 and is a privately owned provision. It operates from the church hall within St John Fisher/Thomas Moore church in Burley in Wharfedale. The group has use of a main hall, toilet and kitchen facilities and an enclosed area for outdoor play, which is situated to the rear of the building.

The group serves families from the local and surrounding areas and is open Monday to Friday from 9.15am to 12.15pm during term time only. On Monday, Tuesday and Wednesday children also have the option of attending a lunch club which operates from 12.15pm to 1.15pm. A maximum of 24 children may attend at any one time and there are currently 27 on roll, thirteen of whom are in receipt of nursery education funding.

There are six members of staff including the owner/manager; five of whom hold a recognised childcare qualification to level 3; one is presently in year one of the Early Years Foundation degree and one is not qualified. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school is a safe, secure and happy environment for children enabling them to engage with other children with the support of familiar staff. Overall, procedures and policies are in place to promote children's well-being. A range of activities, most of which are informed by observations of children's progress, are planned to encourage children to develop new skills. The large enclosed updated outdoor area provides a sheltered space and a large safe grassed area for children to play in and explore. Partnerships with parents are good and the supportive team work effectively to provide positive experiences for children. The staff team demonstrate a commitment to self-evaluation and continuous improvement.

What steps need to be taken to improve provision further?

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

- obtain written permission from parents where children are to be picked up by another adult
- improve the two-way flow of information with parents, this specifically relates to gathering information from parents on children's starting points
- observe children to find out about their interests and what they can do, then analyse these observations highlighting children's achievements and use the information obtained to plan for the next steps in their learning
- inform parents who provide packed lunches about what can be stored safely

and about appropriate food content.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as staff are appropriately vetted and are safe and suitable to work with children. Policies and procedures are fully in place and the required documents are on display. The settings emergency evacuation details are on display in the entrance hall and fire equipment is in place to promote fire safety. Risk assessments for the setting and all equipment and resources are in place which provides children with a safe and secure environment to play in. However, there is not a clear procedure in place for when people other than parents or carers are picking up children to ensure children's safety.

The environment is well-organised and children can easily access all areas and all resources freely. For example, children can choose to access the outdoor area or continue to play indoors. The pre-school has completed a paper version of the self-evaluation form, which is presently in the process of being updated. This demonstrates a good awareness of the areas that would benefit from being improved. The outdoor area has been updated with the aid of a capital grant which provided a large sheltered space, where children can enjoy bikes, draw on chalkboards and enjoy sand. An enclosed, large grassed area also allows children the opportunity to run around freely, whilst being supervised by staff.

The pre-school has a good relationship with parents and promote an open door policy with them. Staff meet and greet parents and children at the beginning and end of session and parents comment positively about the care and learning their children receive through discussions and feedback sheets. Positive comments including, 'He brings home lovely creations and is coming on with his numbers' and 'it's a lovely airy place and my child loves it' are made by parents. However, the setting does not collect information from parents in relation to children's individual starting points to help in identifying the next steps in each child's learning and development.

Children are supported in learning about and understanding different cultures and beliefs. On entering the pre-school an exhibit shows examples of other faith celebrations, for example, Diwali, Harvest and Ramadan. Photographs are also displayed showing when children tasted Jewish hamantaschen, Indian food and Chinese style stir-fries. The Father from the church also regularly visits the pre-school children. There is an effective equal opportunities policy and special educational needs policy, this means that the individual needs of all children are met and all children are included fully in the pre-school.

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

Staff form trusting relationships with the children and therefore children feel very safe and secure in their care. Children behave well and seek out their friends. The

children are able to independently choose resources that interest them from low level containers. Areas within the large hall are divided up with low screens, providing inviting spaces for children to sit or lay quietly and read, for example, children lie on the carpet quietly turning the pages of their favourite book uninterrupted.

All children are interested, enthusiastic and motivated as they come straight into the pre-school. Children self-register through name cards, assisting older children to recognise their name. Younger children have the aid of a sticker to formulate early identification of their name, this type of adaptation enables all children to develop within the Early Years Foundation Stage. Children confidently engage in activities on arrival sitting to decorate a Christmas tree or play within the well resourced role-play area, where they enjoy dressing up. Children independently go to their coat pegs to find their coats and put on their boots to go outdoors. Consequently, children are developing their independence and making progress in all six areas of learning. However, the current process for assessing children's development is unclear and not fully supportive in planning for children's individual interests and learning styles.

Staff promote good healthy lifestyles with children, for example, at snack-time children look at different fruits and vegetables, then eat them for snack. Staff ask questions to encourage children's language development, for example, when cutting up kiwi staff ask 'how does it feel' to which children reply 'it's all squashy'. Children are confident in managing their own personal care, for example, they wash hands after painting and go off to the toilets on asking. The children can stay for lunch club and packed lunches are provided by parents. However, these are presently stored within the hall which may pose a risk in warm weather.

Children's communication, language and literacy is supported by staff as they sing songs of children's choice, say grace before snack and lunch and listen to the nativity story. Mark-making resources are freely available within the pre-school room and outdoor area. Mathematical awareness is promoted through fun activities including using weighing scales and children enjoy viewing photos on the computer. Children investigate water using a jug to pour through a waterwheel, watching water coming out from underneath, they also explore sand indoors and outdoors in low trays, using spades and rakes. A lovely example of children gaining knowledge and understanding of the world is exhibited through a display entitled, 'We have a very beautiful peacock, who we called Peter'. A map reveals that peacocks live in India and ask the question 'Do you think he flew here?' Children's peacock creations using paper doilies are supported with photographs of the peacock and peacock feathers.

Staff discuss clear boundaries with the children, for example, asking children to wait for another member of staff before they play on the grassed area outdoors. Through asking children, 'What might happen next' within a situation outdoors, this aids children's awareness of safety and allows them time to consider their friends needs and feelings. Games outside on bikes explore road safety and the traffic light system of red, amber and green encourages children to shout 'stop' and 'go'. Before lunch children enjoy a short movement routine jumping as little

bunnies and considering fast and slow movements within familiar songs, aiding their physical development.

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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