

Brampford Area Pre- School

Inspection report for early years provision

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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*.

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Description of the setting

Brampford Area Pre-School is a committee-run pre-school. It opened in 1997. The pre-school operates from two playrooms in Brampford Speke Primary School. It has an enclosed outdoor play area. Children attend from the surrounding area. The pre-school is registered by Ofsted on the Early Years Register to care for a maximum of 22 children in the early years age group. There are currently 18 children from two to four years on roll. The pre-school provides funded 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 is open during school terms from 9am until 3.30pm Monday to Thursday and from 9am to 1pm on Friday. A lunch club operates each day from 11.30am to 1pm. There are six staff employed to work with the children; of these, four have early years qualifications at level 3 and one has an early years qualification at level 4 or above. Brampford Area 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 delight in coming to this pre-school, where they feel safe and make good progress in their learning and development. Staff generally plan and provide a wide range of activities, which meet children's interests and developmental needs. Overall, the environment is inclusive and each child is valued and respected. Procedures and practices are robust and contribute towards the safety and welfare of the children. Staff use self-evaluation effectively and communicate closely with other professionals in order to work towards on-going improvement. Strong partnerships with parents and carers, external agencies and the school mean all children's welfare, education and transition to school are well provided for.

What steps need to be taken to improve provision further?

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

- enhance the use of assessment to plan for children's future learning
- enhance the use of positive images in the daily environment, to further promote children's awareness of difference and diversity.

The effectiveness of leadership and management of the early years provision

Children are well protected as staff are vigilant about safety concerns and use risk assessments well to identify and minimise possible hazards. Arrangements for safeguarding children are good with robust procedures for vetting staff in place. Checks on staff include Criminal Records Bureau disclosures, employment references and checking qualifications. Staff have a good knowledge of the policies that are in place, which plainly outline the procedures to follow should staff have a concern regarding child protection. The premises are secure, and visitors are signed in and out. Staff are fully aware of their responsibility to protect children and to keep them safe. Fire drills and evacuation of the premises are carried out regularly.

The outdoor area is exciting with a good variety of child-friendly play equipment. Children thoroughly enjoy easy access to various table-top activities indoors as well as comfortable reading and role-play areas. Staff use their time effectively to interact with children and enhance their play. An effective key-worker system is in place, which helps staff get to know the children and plan appropriately for their individual needs. The consistently positive relationships established with parents and carers significantly contribute to the staff's ability to help the children make good progress. Regular newsletters keep parents and carers up to date with proceedings in the pre-school and they are invited to take part in special events. Children with special educational needs and/or disabilities are well supported through the staff's robust liaison with other professionals. Transitions are made easy by strong relationships fostered with the primary school.

Planned activities are used thoughtfully to increase children's awareness of other cultures and religions. In general, children have appropriate opportunities to learn about the society in which they live and develop a positive understanding of differences through playing with resources and learning about religious festivals. However, there are few positive images of diversity available in the daily environment to further enhance children's awareness. Well-established staff meetings and positive partnerships with parents and carers ensure that the evaluation of the provision is inclusive and purposeful. Staff work well as a team and are focused on improving outcomes for children. Good procedures to monitor and appraise the pre-school's strengths and areas for development are in place.

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

Children are enthusiastic learners in this exciting environment and are confident and sociable in the pre-school. Children are progressing well towards the early learning goals because the staff have a strong understanding of how children learn and know when to get involved. Staff listen well and encourage children to talk

about what they are doing. For example, children chose to make bracelets from tissue paper and staff helped them consider how they could join different pieces of their bracelets together. Children routinely make choices regarding their play because the environment is interesting and accessible to all. Resources are positioned at a level where children can help themselves. Children's development is recorded with observations and photographs. Progress files, shared on request or in planned parent evenings, keep parents and carers informed of their children's development. Staff actively encourage parents to share information about their children's experiences at home. All children make good progress in their learning because staff monitor children's achievements and identify any gaps. However, assessment is not used consistently to plan for children's future learning.

Children are inquisitive thinkers, actively participating and commenting on what is happening around them. For example, children counted out chairs as they lined them up to create a train. Children use developing mathematical ideas securely in their own play. They made tickets and labelled them with numbers. Children took on the roles of train driver and ticket collector, while others prepared food to serve in the buffet carriage. Children develop good problem-solving skills through independent access to a range of puzzles, shapes and games. They show their well-developed love of books as they sit independently reading to each other. For example, children retold a well-loved story and imaginatively pretended to be the teacher asking the other children about characters on the page and the sequence of events. Children have many opportunities to develop their writing through play, and older children form letters correctly and confidently write their names. Children's skills in information, communication technology are developing well and they securely operate the mouse on the computer programme to produce colourful pictures. They eagerly show staff and take pride in their work asking to print it to take home. Younger children are active, curious and inquisitive learners. They operated a toy enthusiastically to create differently coloured lights and listened to the names of the colours they created. Children were well engaged with a toy digger to transport pretend rocks made from flour-and-water dough.

Children behave very well. Staff use effective strategies for managing children's behaviour. For example, children are encouraged to respect their resources, which they tidy away after use and staff reward their efforts. Children who tidy up get a toy dinosaur which is put in a pot. When the pot is full, staff reward the children with a treat. Children are developing a good understanding about healthy life styles. This is fostered effectively through daily independent access to outdoor play. The outdoor facilities offer space for children to pursue energetic activities. Children enjoy healthy snacks and have access to fresh drinking water throughout the session. They understand the importance of good hygiene practices, and they wash hands before snacks and lunch. Children develop good personal qualities that enable them to take responsibility for small tasks and develop skills for the future. At group times, children share experiences with their peers and listen to each other. Children talk about something they have brought with them to show. This activity promotes their self-confidence and self-esteem and helps them make strong relationships with the staff and other children.

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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