

Brambles Pre School

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

Brambles Pre-school registered in 2011. It is managed by a voluntary committee and operates from dedicated premises in Figheldean, near Amesbury, Wiltshire. There is a fully enclosed outdoor play area. The pre-school is open five days a week from 9am until 3pm during school term time.

The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting may provide care for 26 children aged from two years to under eight years at any one time. The pre-school is registered to receive funding for free nursery education for children aged three and four years. There are currently fourteen children on roll. The pre-school supports children with special educational needs and/or disabilities. There are three members of staff and all have relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school offers an exciting and challenging environment. Overall, children make good progress in their learning and development. Generally, activities and resources are organised well to support children's unique needs and challenge learning. Leaders and management communicate ambition and drive and secure improvement well. They are fully aware of what they need to do in order to maintain continuous improvement. The pre-school develops a strong partnership with parents, which has a positive impact on how settled and secure children are.

What steps need to be taken to improve provision further?

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

- use information gathered from parents and other settings when children first attend, as well as observations, to help identify children's starting points for learning and plan their progression
- review the planning of small group activities to keep a focus on individual learning needs and help ensure all children remain interested and fully involved.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded. Staff have a thorough understanding of how to keep children safe, promote their good health and protect them from harm. Staff use comprehensive risk assessments and daily checks to help ensure the premises

and resources are safe and suitable. They follow robust recruitment and employment procedures, to check that adults are appropriately qualified and suitable to work with children. Staff understand their roles and responsibilities because induction procedures are thorough. All required documentation is in place and organised efficiently.

Management are keen to secure continual improvement. They stimulate the enthusiasm of staff and channel their efforts to good effect. They have recently introduced a free-flow system so that children can move freely between indoors and out. This gives children much more choice and freedom in their play, with resources promoting learning in all areas. Management make good use of a range of systems to monitor the effectiveness of the pre-school and outcomes for children. This helps them to achieve continuous improvement.

Children flourish and make good progress because the environment is challenging and supportive. Resources are easily accessible from low-level shelves, to encourage independence and making choices. However, some group activities are not always planned effectively to maximise children's learning. Staff get to know children's individual needs and backgrounds well. They use this information to help adapt activities to support children's unique needs.

The pre-school effectively promotes an awareness of equality and diversity. Staff identify if a child needs additional support. They work with parents to initiate arrangements with interagency teams, so that children receive the support they need. Systems are not yet fully developed with other settings children attend, in order to work together and support children's learning; particularly with regard, to helping children settle and assessing their starting points.

The pre-school establishes a very strong relationship with parents, who are well informed and involved in the operation of the pre-school. They receive a comprehensive range of information through discussion with staff, the internet and written documents. They have good opportunities to share their views and be involved in their child's learning. They are kept up-to-date through regular newsletters, daily diaries and a notice board. Parents comment how much their children like attending, they value the care their children receive, the quality of information given and how happy and confident their children are.

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

Children are extremely happy and settled at the pre-school. They arrive confidently and quickly settle to activities of their choosing. Some enjoy playing energetically with balls outside before settling to activities indoors. They know where they can play and areas that are not used. When they come inside they automatically hang up their coats and change their shoes. They know they need to wash their hands before snack and where to find tissues if they need to blow their nose. At snack time they enjoy fresh fruit and toast. Children learn how to use equipment safely and what to do in an emergency. Effective support from staff and well-organised

routines help children understand what they need to do to stay safe and healthy. Children behave well because guidance is clear and consistent and staff are positive role models. Children grow in confidence as they receive lots of praise and encouragement.

Children's work is highly valued and displayed around the room. Their creativity is encouraged well; for example, they make models from clay, manipulate dough and experiment with paint. Children explore the role-play areas, dressing-up and creating their own story lines. Some children enthusiastically decide they want to make something for Mummy. They carefully cut up pictures and place them in an envelope. Staff effectively extend this by suggesting they write 'to Mummy' on the envelope; a child eagerly extend this by adding more words. Emergent writing is successfully encouraged in a purposeful way. Relaxed conversations encourage language and thinking skills, for example, when trying to work out where to fit puzzle pieces. Children show interest during story time, eagerly suggesting what will happen and considering how the characters might be feeling. Staff are vigilant and ready to support learning. They notice a child investigating how the scales work and introduce simple words to encourage emerging speech and objects to weigh. Children play well independently and with others. They are well-motivated, curious and active learners.

Children enjoy a broad range of activities and experiences that support learning in all areas. Each child has their own learning journal that provides a colourful record of their progress. Staff complete an overview of achievements each term and identify next steps in each area of learning. However, they do not always use information effectively when children first attend to help identify their starting points. Staff rely on their knowledge of each child, which means it is not always clear in the records what progress is made. Generally, staff organise activities well to support each child's next steps. For example, some small group activities are organised to introduce a story to older children. However, these are not always planned in advance, which means children lose interest and some opportunities to extend learning are missed. Children have good opportunities to learn about the world around them. For example, staff follow children's interest in nature by creating a bird hide in the garden with a camouflage net, binoculars and a bird book. They hang bird food in the trees and children watch for the birds to arrive. Parents become involved and bring in a bird's nest for children to explore and bark for them to feel. Children learn about the wider world, for example, through different celebrations and trying different foods. Overall, children achieve well and benefit from a positive experience at the pre-school.

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	3
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