

# Brook Early Years

Inspection report for early years provision

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EY427742

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02/02/2012

**Inspector**

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**Setting address**

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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

Brook Early Years previously operated from Glenfield Infant School, they re-registered at their new premises at Beechwood Junior School in 2011, which is in the suburb of Bitterne, on the east side of Southampton. The setting serves the local community. The setting is managed by a voluntary committee.

The setting is registered to care for 38 children aged from two to five years. There are currently 93 children on roll and all of these are in the early years age group. Children attend for a variety of sessions. The setting is in receipt of funding for the provision of free early education to children aged three and four years old. The setting supports children with learning difficulties and/or disabilities and for whom English is an additional language.

The setting is open Monday to Friday from 8.30am until 3.00pm, during school term times. Children are able to attend for a variety of sessions which could include lunchtime. There are nine members of staff who work with the children; including one who has responsibility for administration. All staff have early years qualifications at level 3 or above and two staff members have Early Years Professional status. The setting receives support from the local authority. The setting is registered on the Early Years Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are receiving excellent care and education. All staff have a thorough knowledge of the Early Years Foundation Stage. Their knowledge of the individual children enables them to plan highly effective activities that support the children's learning through play. This is an inclusive setting where all children are acknowledged and supported to enable them to achieve to the best of their abilities. The partnership with parents is excellent and the setting has mostly effective working relationships with others. The staff team are highly reflective, meeting regularly to discuss and evaluate the provision. This demonstrates their excellent capacity to maintain continuous improvement in outcomes for children.

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

To further improve the high quality early years provision the registered person should consider:

- continuing to develop methods of working in partnership with other settings to support children's development and progress.

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

The dedicated and motivated staff team work together with management to create a high quality provision that safeguards children. All staff have a comprehensive understanding of how to keep children safe and the procedures to follow if they had any concerns. The very vigorous recruitment procedures help ensure that only suitable persons work in the setting. All new staff undertake a very comprehensive induction enabling them to be fully aware of the ethos and rules of the provision. All documentation is maintained to an extremely high standard. Highly effective risk assessments and daily routines are used extremely well to help ensure that all areas children use are safe and any hazards are minimised.

The whole staff team continually monitor the provision; they create excellent action plans and make changes that benefit the children. They meet each week to analyse the week and identify what went well and decide how things could be improved. Each year families contribute to these evaluations which, help ensure that all persons connected to the setting are involved in this process. The staff have identified that the next project to improve the outcomes for children is to develop the garden further.

The room is extremely inviting, offering the children a stimulating and child friendly environment to play and learn in. Children enjoy an outstanding range of good quality resources that stimulate and engage them. The display of resources and the freedom to move them around promote the children's independence extremely well. Displays of children's work reflect the wide range of activities they become involved and, giving them a great sense of pride in their achievements. The range of resources outdoors is vibrant and inspiring. Children continue to learn whilst playing outdoors due to the excellent interaction of the staff and the range of activities on offer.

The staff are very proactive in promoting equality and diversity. They have an excellent knowledge of each child's backgrounds and monitor each child's progress effectively. This enables them to identify any child that may need any additional support. They work extremely well with other agencies involved with the children to help ensure that they get the support they need to enable them to progress. Children engage in a wide range of resources and activities that promote their understanding of other cultures including books, dressing up clothes and musical instruments.

The setting is highly committed to working in partnership with others. They work extremely well with most other providers of the Early Years Foundation Stage. However some other providers have not been contacted to help ensure there is continuity of care and education for those children. They have excellent relationships with parents and carers. The child's key worker visits their home before the child starts. The settling in period is extremely flexible to the individual needs of the parents and children. There is very effective ongoing communication with parents and they can access their child's folders on a daily basis. This with daily discussions keeps the parents very well informed of their child's

achievements. Parents value the staff and care and education the children receive here and all state how well their children are progressing.

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

All of the staff have an excellent understanding of Early Years Foundation Stage. Their skills enable them to identify the children's individual learning needs and incorporate them into the planning. The setting participates in different initiatives such as Every Child a Talker, Developmental, Movement and Play and the Social, Emotional aspects of Learning. This gives staff heightened awareness of all aspects of children's development. All staff are flexible in their approach promoting a excellent balance of child-led and adult-initiated activities. Each day there are inspiring focused activities planned and observations are undertaken to monitor the children's progress. Effective monitoring enables all staff to identify each child's next steps in their learning and development.

Children flourish in this setting engaging in a range of stimulating and purposeful activities. They recreate the sounds of the weather using fans, rain makers and microphones that they blow into to create the sound of the wind. Children discuss different types of weather, make paper snowflakes and create igloos out of blocks. They choose which colours represent rain or shine to cut and stick. Children also discuss how the different types of weathers make them feel. The interaction between staff and children is very positive. Staff use every opportunity to ask children open-ended questions encouraging children to contribute their own knowledge and ideas. Their excellent skills enable children's ideas to be enhanced, for instance, a child uses his imagination and turns a chair into a car. He has a baby carrier with him and the staff member asks him if they have been strapped in. The child then pulls an imaginary strap over them and makes a click sound. The game continues and several other children join in. The staff member asks them questions about what you have to do to be safe in a car. They strap themselves in clicking the strap, before turning the key in the ignition with accompanying sounds. Children discuss where they are going stimulating their imagination further. They have excellent activities that support their skills for the future. For example, they access activities that develop their early writing skills throughout the session. Children enjoy many activities and resources that support their information technology skills such as various programmes on the computer.

Children engage in enriching activities that support their understanding of healthy lifestyles. They enjoy dancing to the music and follow the instructions to move their bodies in different ways. Children access the outdoors each day where they enjoy a wide range of physical activities. They jog, skip and march, finally slowing down to cool their bodies down. This helps children to learn about what physical activities do to their bodies through play. All children enjoy an intensive range of healthy snacks. They are becoming very independent in their self-care skills and know to wash their hands at the appropriate times. Children feel extremely safe in the setting and their behaviour is excellent. When needed staff ask the children about the rules, for instance 'is running allowed indoors?' There are large egg

timers which help children understand about sharing, for instance, at the computer. Before each session starts, they sing a song that reminds them about being kind to each other. Children are extremely confident and approach the staff if they want them to do something with them or if they have a problem.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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