

Brockton Pre School 2

Inspection report for early years provision

Unique reference number 224053
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Inspector Elaine Poulton

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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

Brockton and District Pre-School Group 2 is one of two groups run by Brockton Pre-School Committee. It opened in 1998 and operates from Brockton Primary School in Brockton, Shropshire. All children share access to a secure enclosed outdoor play area.

A maximum of 10 children may attend the group at any one time. There are currently 15 children in the early years age range on roll. The group is registered with Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The group is open on Tuesday and Wednesday from 9am to 12.30pm during school term times.

The group employs two members of staff. Both hold appropriate early years qualifications to level 3. The group receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Most children make good progress in their learning and development because they are well supported by an experienced staff team. There is an exceptionally strong emphasis on working with parents to ensure children reach their full potential. Partnerships with other professionals who are involved with the delivery of the Early Years Foundation Stage are good. The system for self-evaluation is reflective and effective overall. The staff team strive to ensure they make continuous improvement to benefit the children in this pre-school provision.

What steps need to be taken to improve provision further?

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

- improve systems for making decisions on suitability of staff and maintaining records of these checks to ensure all staff are suitable.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children in this pre-school setting are effective. Staff are vigilant with visitors and security in and around the premises is effective. There are a good range of policies, procedures and permissions to ensure children are safe and secure. There is a comprehensive risk assessment in place which includes additional daily safety checks to be undertaken. Children feel safe inside the setting as they are learning how to leave the premises quickly in an emergency situation. They are also prompted to tidy away resources after use and to handle tools safely, such as knives when cutting fruit at snack time. These measures are effective in promoting the good health, well-being and safety of all children in the

setting.

Resources are well utilized and stored in labelled containers which allow children easy access and ample opportunity to choose and make decisions about their play. They have free-flow access to the outdoor area where they can safely investigate and involve themselves in energetic and exploratory play. Inclusive practice is promoted well through all activities and discussions. There is an effective balance of adult-led and child-initiated play activities and staff use their time well to ensure all children benefit from good quality interaction. Staff encourage children to select play activities that are of interest to them and consequently they spend increasingly longer periods of time concentrating, exploring and investigating.

Staff demonstrate an exceptional commitment to working in partnership with parents and provide extensive opportunities for parents to become actively involved in the life of the pre-school and management team. Excellent quality information is shared with parents through a number of effective ways. For example, informal discussions take place regularly between parents and the child's key person. Children's ideas are incorporated into planning and parents are involved in the evaluation of the group through quality questionnaires. Staff acknowledge that working in partnership impacts positively on children's progress. Parents speak extremely highly of the pre-school's approach to sharing their children's experiences and feel very well informed regarding their children's care, learning and development. Partnerships with others who deliver the foundation stage are good. Practitioners work well with other professionals to support the inclusion of children with special educational needs and/or disabilities. For example, the pre-school has made effective relationships with the local authority special needs coordinator and teaching staff within the school. This ensures continuity of care and learning for all children during the transition from pre-school to nursery school.

The Ofsted self-evaluation form is used by the setting and is reflective. Staff highlight the strengths of the setting as working well with parents and partners and being very resourceful. They feel that an area for improvement remains to focus on transitions. Most written policies, procedures and permissions are clear and support the smooth running of the group. However, some procedures are not fully developed, such as, the system to ensure continued suitability of all staff members. However, this has a limited impact on children's welfare as other safeguarding checks and measures are in place to ensure adults working alongside children are suitable to do so. For example, robust staff vetting and induction procedures and annual appraisals are in place and well documented. Staff development is encouraged and a variety of training courses have been attended by all practitioners. For example, all staff have up-to-date training in safeguarding and paediatric first aid.

The one recommendation raised at the setting's last inspection has been fully addressed and has resulted in improved outcomes for children. The setting welcomes support from the local authority and this professional attitude to ongoing evaluation assists the setting to continually look at ways to improve the quality of the service provided.

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

Staff demonstrate a desire to make the learning environment stimulating and exciting and show an unhurried approach and a purposeful rapport with children. They recognise that children learn best when they are interested and involved in what they are doing. Plans, observations and assessments are effectively linked to the six areas of learning. Digital photographs capture planned learning activities and are used in individual folders to document children's development. Consequently, most children make good progress in their learning and development.

Children are eager to attend and thoroughly enjoy their time in the group. They settle quickly as staff are skilled in promoting and extending activities in a fun and relaxed way. There are good opportunities for children to develop and use their imagination and creativity during role-play activities and sensory play. Numbers are introduced through a good range of counting games, activities and songs. Cosy areas are made inviting where staff read books with the children and engage them in one-to-one mark-making play activities and discussions. This helps develop their language, literacy and communication skills well. The outdoor area and local neighbourhood is well used and offers children the opportunity to use a range of natural materials and resources and to encounter creatures in their natural environment. For example, they are encouraged to look for signs of spring during nature walks. Children are encouraged to celebrate their achievements both in the setting and at home. For example, their individual learning journeys are shared effectively with parents. This helps to ensure children's self-esteem and confidence is promoted positively in the group.

Children have space to play energetically or to rest and take part in quiet activities. They take pleasure in working cooperatively with their friends and enjoy investigative activities together. They access battery operated resources and are learning to use a computer, mouse and printer. They are encouraged to be polite and learn good manners and to consider the needs and feelings of others. All children are praised consistently for their achievements and good behaviour. As a result, they develop skills to equip them in the future.

Children have good opportunities to understand and adopt healthy habits, such as good hygiene practices. For example, they learn about the importance of regular hand washing. They understand that 'Germs are so small you cannot see them on your hands'. Practitioners incorporate topics about food, dietary needs and healthy eating. Children help prepare vegetables or fruit for snack time and pour their own drinks. They learn about keeping safe through discussions, planned activities and the daily routines. The outside area is used creatively and encourages children to be physically active. They enjoy energetic play outdoors daily and have use of the school grounds, woodland areas and as such enjoy exploring and playing in the fresh air. These measures contribute effectively towards children's good health and wellbeing.

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	1

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met