

Brookdale Pre-School

Inspection report for early years provision

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Inspector Gillian Sutherland

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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

Brookdale Pre-school is a voluntary organisation run by a management committee. It opened in 1997 and operates from designated areas in Brookdale Primary School in Greasby, which is an area on the Wirral. The pre-school is accessible to all children and they share access to fully enclosed outdoor play areas. The pre-school is open Monday to Friday, term time only from 9am until 3.30pm.

The Pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 36 children may attend the pre-school at any one time, all of whom may be on the Early Year Register. There are currently 44 children attending who are within the Early Years Foundation Stage. The pre-school provides funded early education for two to four year olds. It supports children with special educational needs and/or disabilities and is able to support children who speak English as an additional language. The pre-school employs five members of staff. Of these, all hold appropriate early years qualifications and one of those one member of staff has Early Years Professional Status. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Brookdale Pre-school is a caring environment where children are able to access and participate in an extensive range of stimulating learning experiences. Consequently children are making good progress in their learning and development. Some of the documentation currently used does not fully comply with the requirements of the Early Years Foundation Stage Framework. Staff that had previously completed a self-evaluation of the setting were able to clearly describe how changes made since that document was submitted have improved their childcare practices. Consequently, the setting has the capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain information from parents in advance of a child being admitted to the provision about who has legal contact and parental responsibility for the children (Safeguarding and promoting children's welfare). 29/03/2012

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

- consider how to update the accident and medication records, plus the daily attendance register to ensure they fully comply with the requirements of the

Early Years Foundation Stage Framework.

The effectiveness of leadership and management of the early years provision

Most of the policies and procedures in the pre-school are effective in safeguarding children. Staff have a very good knowledge of the child protection procedures and their responsibility to implement those if they had concerns. However, some of the setting's policies and children's records have not yet been updated to ensure they fully comply with the requirements of the Early Years Foundation Stage Framework. For example the details about who has parental responsibility and legal contact for the children have not been obtained from all parents, which is a breach of a legal requirement. Other documentation which needs updating includes the accident and medication records as these do not allow parents sign these at the end of the day or session. However the pre-school does have daily handover books which may be used for this. The daily register is one of the school type ones, which do not have space for the times of arrival and departure to be included.

Daily visual checks and robust risk assessments cover all areas and equipment enabling children to safely enjoy a wealth of activities. Fire drills are practised on a regular basis, thus, ensuring children know how to leave the pre-school safely and quickly. A record of when these have taken place is maintained.

Resources are plentiful, well maintained and stored to enable children to safely and independently select their chosen resources. Staff are well qualified and the setting well organised to ensure that children are well supervised and supported at all times. Equality and diversity is well promoted, as the activity programme includes seasonal and cultural festivals as they occur in the year. Staff have a good understanding of how to support children with special educational needs and/or disabilities, and when required children with English as an additional language. The activity programme, includes, a range of both child-initiated and adult-led activities and this has a positive impact on their learning and development.

Staff have created an good and effective partnership with parents and when required other professionals thus ensuring each child's needs are fully met. There is written and verbal two-way exchange of information to ensure each child's needs are identified and met. Staff build on the information that parents provide about their children prior to care commencing to ensure that each child's individual learning and development needs are met. Parents are given a details prospectus prior to care commencing and can access the full set of policies at anytime. They also have access to their child's 'Learning Journey' at any time and the key workers are always available to talk, in more detail about any aspect of their child's development.

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

Children are extremely happy and enjoy the time spent in this setting. The bright displays and warm welcome from the staff ensure that the environment is welcoming to everyone. Children can freely access the activities they want to participate in, selecting resources they want to play with, from the excellent range that are available. Staff ensure that children playing outside have access to a similar range and quantity as the ones available inside. For example, mark making resources are available in both areas as are books, creative activities and problem solving resources. Outdoors children enjoyed den building and two types of 'dens' were created, one using cardboard boxes, whilst the other used plant pots and supports with a covering pegged over this. They are also creating a sensory garden and have started to use plants, such as, lavender and rosemary and the plan is for more to be added. Children have filled empty tyres with soil and miniature plants and shrubs and here children can develop their own life style garden and use whatever role play resources they wish. Observant staff supports children's emerging conversation skills. Creative activities were plentiful throughout the day and some children accessed play dough, whilst others were imaginatively creating their fold up spotty frogs or their mothers day cards.

The highlight of the children's day however, was the hatching of the chickens from the eggs. The staff explained they have done this for the last few years and children never cease to be amazed. They know the eggs are all in the incubator and they can go and look at those at any time. The skilful staff know when the chicken is about to be hatched and they read through the book about the egg and chicken before the staff member brings out onto the palm of her hand, the egg with the chicken in. The children look at this from close quarters and squeal with delight, as the shell begins to crack and the chicken finally emerges. After they have all had a look at it, the chicken is put under the heat lamp to keep warm and the children enjoy just going over to have a peek at it. The pre-school uses a digital camera to record not only this but other aspects of children's play and these photographs may be used in their learning journeys. They have lots of opportunities to problem solve throughout the day, whether that is by matching shapes and colours or filling the sieves with the dried pasta, or then trying to direct the mixture down the funnel to see how quickly the bottle fills up. At this pre-school children's physical development is very well promoted. Besides having the two fully equipped outdoor areas the children have a daily music and movement session. A staff member trained to deliver this encourages children to follow her simple instructions and to allow the children to safely bend and stretch.

At other times during the day children know that when it is tidy up time a certain song is played and children begin to collect the toys together and tidy up. They ensure children learn about keeping themselves safe as they offer children gentle reminders during their play. For example, staff explain about handling safely the scissors in the craft area. Children learn to share and take turns, as they play especially if there are two or three children all wanting to play with the same musical instrument. Staff are exceptionally good role models for the children offering them praise and encouragement throughout the session.

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	1
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	1
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