

# Brite Early Years

Inspection report for early years provision

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**Unique reference number**

EY320856

**Inspection date**

08/03/2012

**Inspector**

Catherine Sharkey

**Setting address**

Brite Centre Library & Resource Centre, Braunstone  
Avenue, Leicester, LE3 1LE

**Telephone number**

0116 2292593

**Email**

**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

Brite Early Years is one of several settings run by the Leicester City Council (Education and Children's Department). It was registered in 2006 and operates from the Brite Centre in the Braunstone area of Leicester. Sessions are five days a week from 9am to 12pm for three year olds and 1pm to 3.30pm for two year olds. The setting is open during school term time only. Children come from a wide catchment area and have access to an enclosed outdoor area. The playgroup currently supports children for whom English is an additional language.

A maximum of 16 children may attend the setting for sessional care and a play scheme can cater for 40 children. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 22 children on roll. The setting employs six staff, all of whom hold an appropriate early years qualification. The setting receives support from the local education authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge of the early learning goals which is evident in their planning and in their conversations with children. Children are safe in the playgroup as they are well supervised and there are effective procedures in place which means they are well protected. However, risk assessments are not all signed or dated. Partnerships with parents are good and they are able to contribute to their children's learning by accessing their records and sometimes extending their learning at home. The provision in the playgroup is continually improving as staff work well together to evaluate their practice and attend regular courses.

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

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

- ensure all risk assessments are signed by a staff member and include the current date and date of review (documentation).
- 30/03/2012

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

- continue to improve practice through regular training and development.

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

Children are safeguarded very well in the playgroup as detailed policies are in place and are implemented well by staff. Rigorous procedures ensure that children and staff know what to do in the event of an emergency. Children are unable to leave the building unsupervised or with an unauthorised adult. The outdoor area is safely enclosed and daily risk assessments ensure the premises are clean and safe. However, not all of the risk assessments are signed and dated. Parents give their consent for emergency medical treatment when they register their child.

The welcoming room is well organised into different areas for role play, table top activities, creative play and cosy book areas. The children have access to an interesting range of small world toys, construction and many puzzles, games and books. A bank of council resources is also accessed by staff, so the children have a greater choice and their interest is maintained. The outdoor area is made good use of, with climbing equipment, wheeled toys, sand, water and other activities. All areas of learning are promoted well through the effective use of space and resources.

Staff are supervised and monitored very well by the play leader and the Early Learning Manager. They also receive advice from a mentor teacher. They are able to attend a variety of courses to improve their knowledge and practice, which they are keen to extend and they are linked with other settings in the area. There is good teamwork and staff plan the activities together, identifying areas for improvement. They evaluate their provision effectively and take action on areas identified for improvement. The previous recommendations have been fully addressed. For example, children have good opportunities to access information technology and parents are able to see their children's records at any time.

Partnerships with parents are good. They attend an induction when their child starts so that they can share information on their stages of development in order to give staff a starting point to build on. They are given information on the early learning goals and how the activities relate to these. Parents are able to see their children's learning journeys at any time and are encouraged to contribute photographs and comments to these. Parents attend several open days a year at which they see their children taking part in the activities and are able to talk to staff about their progress. They receive verbal information on their child's day and look at books with children at home or continue some of the activities of the playgroup. This means they are involved in their children's learning. The playgroup works closely with early years mentors and support workers.

There are currently no children on roll with special educational needs and/or disabilities but staff have supported such children well in the past. They work effectively with parents and other professionals. Children for whom English is an additional language are supported well through partnerships with parents. Visual timetables are used so that all children know what they will be doing during the session and are included in the activities.

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

Staff show they have a good knowledge of the Early Years Foundation Stage as planning is clear and detailed observations of children are used effectively to plan their next steps. As a result, children are making good progress and the needs of individual children are met. Staff ensure there is a good balance between each area of learning. Children learn to use mathematical language well in everyday situations, such as counting how many more boys than girls or saying which child is the tallest. They use a wide range of matching games and activities to create patterns, count and sort into sets. Children learn to recognise their names when self-registering and identify sounds in other words. They enjoy many number songs and rhymes and create colourful collages and paintings. Children explore a variety of textures and objects, such as play dough, sand and water and are imaginative in the shop role play. They look at a good range of books and also use the on-site library and book bus. Children develop their physical skills well through the use of the climbing equipment and movement sessions. They find out about the world around them by growing flowers and vegetables and they also explore objects with magnifying glasses. Children are learning skills for the future well through the use of an interesting range of programmable and push button toys.

Children choose fruit for their snacks at the playgroup and drink milk or water. They are able to have fresh water throughout the session. They learn about healthy eating and how to take care of their bodies. Good hygiene is practised in the playgroup and children know to wash their hands before snack time and after going to the toilet. They know that they shouldn't eat food if it falls on the floor and to cover their mouths if they sneeze or cough. Children have fresh air and exercise for a good portion of each session and effective policies are in place to prevent the spread of infection.

Children feel safe at the playgroup as they are closely supervised and know the caring staff well. They are secure in the friendly and relaxed atmosphere and are confident in asking questions and choosing their activities. They settle very well when they arrive and happily join in with songs and stories.

There are very good relationships between all staff and children and behaviour is very good. Children are happy and show delight and excitement pretending to be frogs jumping into the pool during a song. They wait patiently for their turn to go down the slide and are reminded to wait until each child is out of the way first. They willingly help to tidy up the toys and two children find a good way of sliding the bricks over the edge of the table into the box. They learn independence by going to the toilet on their own, putting their coats on and knowing where the toys belong. They work well together to assemble a system of pipes they roll balls and cars along, or cooperate to build with the wooden bricks. Children's work is valued and displayed well in the playgroup. Their interests are taken into account in the planning of activities and they are praised for their achievements. Children learn about a variety of cultures and festivals such as Chinese New Year, Diwali or Christmas through art work, food tasting and dressing up. This means they are

learning about the wider world and diversity in their own community.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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