

Bearbrook Combined School

Inspection report for early years provision

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Inspector Margaret Moffat

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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

Bearbrook Pre-school was registered in 2008 and was re-registered in 2011 by Bearbrook Combined School. It operates from the main room in the Children's Centre Aylesbury (Coldharbour). The centre is situated in the grounds of the school. The pre-school has access to the main room, kitchen and toilet facilities, and a fully enclosed outdoor play area. They also have access to other areas within the school such as the library and woodland area. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 24 children may attend the pre-school at any one time, of whom all may be in the early years age group. The pre-school is open each weekday during term time only. Sessions are from 8.50am to 11.50am and 12.20pm to 3.20pm.

There are currently 48 children on roll, aged from two to four years. Children attend for various sessions throughout the week. The pre-school provides free nursery education for three and four year olds. The pre-school supports children with learning difficulties and/or disabilities and children who learn English as an additional language.

The pre-school employs eight members of staff who work with the children and seven of these hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children develop good relationships with adults and their peers. They are confident, settled, and develop a strong sense of belonging in the setting. Staff know the children well and provide them with a good range of activities to support their individual learning. Children make good progress in most areas of learning. Staff develop good links with parents and involve them in their children's care and education. However, partnerships with other providers are not fully effective. The commitment to improving the outcomes for children is evident in the self-evaluation and action taken to develop areas for improvement.

What steps need to be taken to improve provision further?

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

- support children in the use of ICT equipment in particular with regard to the computer
- extend links with other early years settings children attend to promote communication in respect of children's learning and development.

The effectiveness of leadership and management of the early years provision

All adults who work in the setting undergo rigorous checks to ensure their suitability, and most staff hold a relevant childcare qualification. There are good safeguarding procedures in place to promote the safety and welfare of the children. Staff are fully aware of how to proceed if they have concerns about a child in their care. Regular training in this area keeps their knowledge up to date. Risk assessments records are in place and staff undertake daily checks to ensure children remain safe in their environment. Security to the premises is good and the keypad entry system prevents unknown adults accessing the areas used by the children.

The management team and staff are aware of their roles and responsibilities, and work well together. The systems for monitoring and evaluating the setting are good and contribute to the good practices within the setting. The action plan clearly identifies areas for improvement; regular input from management team and advice from the early years consultant from the local authority, help support the staff to continually improve the outcomes for children.

Staff organise the layout of the setting, both indoors and outdoors, to maximise the play opportunities for the children. Toys and resources are within easy reach of the children, which encourages them to make choices in their play. There is a book of photographs of other activities and resources available so children can choose activities which are not on display. The setting promotes equality and diversity; there are effective systems in place to support children with special educational needs and/or disabilities and those who learn English as an additional language. Children have opportunities to learn about the world around them through taking part in activities to celebrate other culture's traditions. They have access to a range of toys and resources, such as books, dolls and puzzles, to promote positive images of diversity.

There are effective systems in place to work with outside agencies involved in children's care and learning. However, the links with other early years settings children attend is not yet fully established to promote children's learning and development. Partnership with parents is good. They are kept informed through discussions with staff, written policies and procedures, and the notice boards around the setting displaying lots of useful information. They have opportunities to share information about their children with staff at the beginning and end of the session. Parents attend consultation meetings where their children's learning and development is discussed in more detail. The recent introduction of a home learning journal provides a two-way flow of communication, which helps parents become involved their children's learning. Parents report they are happy with the service provided. They particularly like how settled and happy their children are and how well they are developing.

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

The systems for planning and assessment are developing well. Staff make observations of the children and use these to plot children's progress in the areas of learning. They use photographs and samples of their work to support the observations made. Planning takes account of children's interests, and the range of activities provided support children in their individual learning and development. Staff ask open-ended questions during activities to support and extend children's thinking and help them make connections in their learning.

Good relationships are evident. Children confidently approach staff for help or just a chat, showing trusting relationships. Children behave well and show consideration for each other. They share and take turns during activities and benefit from the consistent praise and encouragement they receive from staff. Children are keen to please and like to see their name on the happy face chart at the end of the session. Children beam with delight when their name is called out and they receive a sticker for their good deed. Staff encourage children to discuss the consequences of their actions, helping them to understand right from wrong.

Children enjoy being outdoors in the fresh air. They have opportunities to ride around on wheeled toys, developing their co-ordination, and enjoy climbing and sliding on the climbing frame. Children are involved in planting and growing activities, helping them learn about the world around them. They are keen to show visitors their creations. They explain what they have been doing and how their plant will grow when they give it water. Children like to play in the water tray. They fill and empty containers and watch carefully to see what happens when they pour water through the hole to make the wheel turn round. Children help to make dough. They have opportunities to measure the ingredients, place them in the bowl, mix them together, and watch as the mixture changes. This helps develop their mathematical skills. They enjoy playing with the dough, rolling, cutting and making shapes, and learn to use a range of tools confidently. Children choose books for pleasure and enjoy listening to stories. Staff encourage children to tell the story from looking at the pictures and to join in by saying repeated phrases. Children join in enthusiastically at large group times as they sing songs together and complete the actions. Children are beginning to recognise their own names from their nameplates and to recognise the sounds and letters in their names. Children have opportunities to use programmable toys in the setting and find out how these work as they press buttons and follow instructions when playing with the world globe. However, although there is a computer in the setting it is not always on, preventing children from using this when they wish.

Children develop useful skills for the future through the activities and experiences they are provided with in the setting. They develop good independence skills and many deal with their own care needs confidently. Staff are on hand to encourage and support younger children. Children are aware of good hygiene practices and know why they have to wash their hands before eating. Children pour their own drinks and help themselves to fruit from the bowl at snack time. Children are taught how to keep themselves safe through simple yet effective activities, for

example learning about road safety. They ask visitors to tie their shoelaces so they do not fall over. Children respond to staff and give appropriate explanations when they are asked why they should not stand on the chairs or run indoors.

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