

# Brightwalton Pre-School Nursery

The Village Hall, Common Lane, Brightwalton, Berkshire, RG20 7BN

## Inspection date

Previous inspection date

08/10/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Staff work very well as a team and have a good understanding of the Early Years Foundation Stage requirements enabling them to deliver a stimulating learning environment.
- Staff form strong relationships with parents to keep them informed and feel part of their child's ongoing development.
- The setting has a positive attitude to self-evaluation, continuously reviewing staff's work, obtaining ongoing feedback and prioritising areas for development.
- Children enjoy their time in a well organised and child-friendly setting as they independently access an interesting range of learning opportunities.
- Staff have high expectations of children. They use regular observations and know the children well. Staff carefully listen and skilfully question the children to improve learning. All children are comfortably working within the typical range of development expected for their age.

### It is not yet outstanding because

- The staff team has not yet introduced opportunities for children to play and complete activities to their satisfaction without being frequently interrupted for whole group routines.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the main room, a smaller hall and on a woodland walk.
- The inspector looked at children's learning journeys, planning documentation, the setting's self-evaluation form and a selection of policies and children's records.
- The inspector took account of the views of parents spoken to on inspection and from information included in a parent survey.
- The inspector held meetings and completed a joint observation with the manager/owner of the provision and spoke with staff at appropriate times throughout the observations.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.

## Inspector

Anneliese Fox-Jones

## Full Report

### Information about the setting

Brightwalton Pre-School Nursery was re-registered in 2012. It is an established group that has been open since 1981. It is privately owned and operates from the village hall in Brightwalton, northwest of Newbury. The facilities used are the main hall and adjoining

room, as well as an additional smaller hall, which is used for physical play when required. Children attending come not only from the village itself, but other villages in North Berkshire and South Oxfordshire, as well as Newbury town. The nursery is registered on the Early Years Register. There are currently 18 children on roll in the early years age range. The nursery opens term time only on Mondays, Wednesdays and Fridays from 9am until 3pm and on Thursdays from 9am until 12 noon for children aged over four years. There are five members of staff, including the owner, working with the children. Three members of staff have a relevant level 3 childcare qualification and one staff member has a level 6 Qualified Teaching Status. The nursery is supported by teachers and other professionals from West Berkshire.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- improve children's opportunities for uninterrupted time; to play, explore and pursue their learning

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children make good progress in this secure, stimulating and inclusive environment. They arrive to find an interesting range of activities to choose from. Staff effectively follow children's interests and develop their ideas through the implementation of mini-topics. For example, children are excited to find a toy bear in a tree as they follow an adventurous journey to the local woodland area. They explore the type of animals they might find and listen to the various sounds they can hear. Staff have a good understanding of the starting points of each child and effective observations are used to monitor the progress children make. Staff use a variety of methods to ensure that any assessments are used to plan the next steps in children's learning. Their interactions are of high quality and allow children's progress to be understood and future needs to be accommodated. Children are motivated in their play, have a positive attitude to learning and are making good progress towards the early learning goals. The provider has yet to fully implement the assessment check of two year olds. However, staff have started to use the initial assessment on children new to the nursery to form part of this required check. They successfully use regular observations to be able to identify what the children in there care are able to do.

The educational programmes have depth and breadth across the seven areas of learning. Staff support individual choices made by children well. These include playing with sand and play dough, sorting and counting various objects and using mini whiteboards to develop their early writing skills. Children also enjoy playing games and engaging in frequent adventures outside. There are various opportunities for children to explore

creatively, express their own ideas in painting and investigate natural materials and various media. Children have many opportunities to experience music and imaginative play. Many opportunities exist for children to be physically active, develop their coordination, control and movements. They are helped to understand the importance of physical activity and to make healthy choices. Young children develop skills for their future such as good communication, language and literacy skills. For example, they enjoy many experiences to communicate in an environment rich in language, including through songs and stories. As a result, they are well prepared for future writing and reading activities. Children use a variety of equipment to help them progress in mathematical development. They count within daily routines, for example, the number of cups needed at the snack table. They see many number symbols on the walls, in games and puzzles to reinforce their understanding of number. Through their play they learn to respect different cultures and how people celebrate individual traditions all over the world.

The nursery has a very positive partnership with parents who play a significant part in the life of the nursery and who contribute to the progress and development of the children. Parents are provided with good information about the nursery. For example, they receive regular newsletters, written reports, and daily verbal feedback. Staff help them to understand how to support their children's learning at home to provide children with continuity.

### **The contribution of the early years provision to the well-being of children**

Staff operate an effective key person system, which promotes the children's feelings of security. The key person system also and builds on the intimate and friendly feel that prevails throughout the nursery. The environment is child-friendly and supportive and gives children opportunities to become independent and develop a sense of security. Children are able to play in an environment where the use of space is generally good. Staff effectively make the space attractive by setting up equipment every day before children arrive. Children can play with a large range of appropriate resources, which support their learning in all areas. However, staff sometimes interrupt children's play, for example, when children are brought together for whole group activities and routines. Nonetheless, staff support children's independent choices and allow them to lead in activities that children enjoy and learn from.

Staff take many opportunities to interact with children as they play, to enhance their learning, experiences and understanding. The staff promote inclusive practice through the activities, procedures and use of resources. They are committed to ensuring that each child progresses to at least their expected level. Staff use local facilities and explore different cultures to allow children to gain an understanding of diversity within their community.

Staff offer consistent levels of praise and encouragement to ensure that children develop very good levels of self-esteem. Children's behaviour is very good through an effective use of rewards, good role modelling by adults and their involvement in deciding what they play with. Children show the ability to share, take turns and manage their own behaviour

effectively. Children benefit from secure and trusting relationships with staff and learn to understand about healthy life choices and life styles. They make choices from healthy selections at snack time. Staff presentation of the learning environment enables children to be creative, imaginative, investigative and play an active role in their learning during self-chosen play. Children have fun outdoors using a range of equipment that encourages the development of physical skills as well as other areas of learning. Children enjoy challenge and respond well when adults have high expectations of what they can achieve. This ensures children acquire skills appropriate to their age and their progress ensures that most children are prepared for future learning needs.

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

The management team leads the nursery efficiently on a day-to-day basis through having a clear vision for the nursery. Staff are deployed well to support children and this ensures most routines run smoothly. Staff work hard towards improving outcomes for children. They have sought advice and attended various training courses to increase their knowledge and understanding of the Early Years Foundation Stage. The provider uses effective systems for the performance management of staff with robust systems in place to monitor staff's knowledge and professional development.

The staff team organises a stimulating and mostly accessible learning environment for children. The staff have a secure knowledge and understanding of how to deliver a stimulating and effective educational programme which takes account of children's individual needs and interests. Staff effectively use the Early Years Foundation Stage to plan activities. They ensure that children's assessment records are monitored and show how children are progressing. The management team and staff take effective steps to reflect and review the quality of provision for children's welfare, learning and development. Parents are included in the self-evaluation process and children's views are also taken into account when evaluating and planning the provision. This results in staff continually improving the good quality care and education for children.

Staff have a secure understanding of their responsibilities to safeguard children from harm. The provider has clear policies and procedures to promote children's welfare, care and safety effectively. The provider checks staff suitability through appropriate employment procedures and the supervision of staff is effective. All records relating to children's individual health and safety are well-maintained. Risk assessments are undertaken regularly to enhance children's safety throughout the nursery and when using outside areas.

The staff have good relationships with parents. Parents say they have high levels of appreciation and respect for the provision. Parents write positive and pleasing comments about their complete satisfaction with the care of their children. In addition the nursery staff have a good understanding of the importance of partnerships with other providers and settings, for example, local schools. This ensures that development information is used to support the ongoing learning and development of children when they leave the

nursery.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

### Unique reference number

EY444890

### Local authority

West Berkshire (Newbury)

<b>Inspection number</b>	791354
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Sarah Carole Wheatley-Hince
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07878565015

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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