

Birch Hill Pre-School

Birch Hill Primary School, Leppington, BRACKNELL, Berkshire, RG12 7WW

Inspection date	24/09/2012
Previous inspection date	08/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Highly positive relationships with the parents help staff thoroughly understand each child's background, so they meet children's needs effectively.
- Staff greatly value parents' skills. These are used well in the pre-school activities and on the management committee, and contribute effectively to children's good progress.
- Staff provide children with stimulating indoor and outdoor environments. Children delight in playing in the outside area particularly. They gain good physical skills and demonstrate clearly that they are learning how to behave in safe ways.
- All staff are closely focused on developing the provision through detailed evaluation procedures that lead to useful plans for future developments. These careful monitoring systems underpin improved experiences for the children.

It is not yet outstanding because

- The use of a communal bowl for children's hand washing at snack time does not fully prevent the spread of infection.
- Systems to encourage children to experience worthwhile real-life experiences in their local community are not embedded within the routine.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities in the play room, the hallway and the outside learning environment and talked with the staff and children.
- The inspector held meetings with the manager of the pre-school and the Local Authority development worker.
- The inspector looked at a representative sample of children's assessment records, planning documentation, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day, and from information included in the self-evaluation form.

Inspector

Sheila Harrison

Full Report

Information about the setting

Birch Hill Pre-School registered in 2009 and is a committee run provision situated in the residential area of Leppington, Bracknell. It operates from a separate building within the grounds of Birch Hill Primary School and consists of a playroom and hallway. There is access to an outdoor play space. Children come from the immediate and surrounding

areas, and many commute to the area. The pre-school is linked to The Oaks Children's Centre.

The pre-school is also registered the compulsory part of the Childcare Register. There are currently 35 children aged from two years to under five years on roll. The pre-school supports children learning English as an additional language and children with special educational needs and/or disabilities. It receives funding for the provision of free early years education to three-and four-year-old children and is currently part of the two-year-old pilot scheme.

The pre-school is open term times only from 9am to 12noon on Mondays, Wednesdays and Fridays and from 9am to 3pm on Tuesdays and Thursdays. There are eight staff; The manager and three members of staff have appropriate qualifications to level 3.

What the setting needs to do to improve further

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

- involve children in learning which takes them into the local community to further arouse awareness of features of the environment and immediate local area.
- improve systems to promote the good health of children by taking better steps to prevent the spread of infection in regard to hand washing.

Inspection judgements

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

Staff make thorough regular observations and precise assessments of each child's interests and establish prior skills. They use this information well to plan a challenging range of playful activities linked to all the required areas of learning. This system ensures children are making good progress overall in their learning and development in relation to their starting points on entry. Staff lead some successful activities focused on learning specific skills, such as pouring and measuring at the water tray. Staff are well deployed and give sensitive support to children in the rich, imaginative activities that they independently choose and engage in. Staff are available to hold the tape measure as children choose to measure parts of the hallway building, for example. They ask thought provoking questions to extend the activity, such as 'How high is the door?' or 'How long is the table? Good teaching strategies add ideas to broaden and improve children's learning, by asking 'Do you need to write this down?'

Children show real enthusiasm for what they are doing and talk with eagerness about their games because they so enjoy the activities provided by staff. They develop physical skills

successfully and move with control in the outside area. They speedily and skilfully manoeuvre the sit and ride toys down a slope with great excitement, showing they can take care to avoid any accidents. They enjoy playing in the rain splashing in the puddles.

They use language well and can describe the effects of the rain, stating: 'It makes our clothes and hair wet and the slide is too sticky to slide down'. Staff resource role play areas well so children use various articles for their pretend play, turning an arm band into an imaginary shield for instance. They continue the theme to paint themselves as the knight, describing the important features such as the helmet and sword. This active play demonstrates effective learning, showing children take pride in their achievements and are gaining useful skills, attitudes and dispositions that will help them be ready for school.

During a pilot scheme last term, staff planned additional experiences for children who greatly enjoyed regular visits to explore a nearby wood. It gave exciting opportunities for them to explore these new surroundings and solve problems such as how they to cross a muddy puddle without getting dirty. Parents report that they have taken the children to these woods themselves following the children's elation from this visit, showing the positive partnerships that exist between them and the pre-school and how home learning is enriched. Valuable trips into the local community such as this, have not been planned for this term as part of the programme for understanding the world, which restricts children's progress in finding out about their environment.

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

Children are happy and enjoy their time in the pre-school, relishing the experiences provided. Staff and parents work closely together to support each child as they start there, so children build secure attachments to their special 'key worker'. Parents are encouraged to bring photographs of family members and to give information on their child's interests and care regimes. Children enjoy looking at these photographs when they wish as these are stored in their 'learning journey' records in the library area. Such thoughtful systems help children feel secure and self-confident

Staff help children understand how sessions run, so children learn to behave well, play cooperatively and develop independence. There is plenty of good quality equipment to help children learn to wait for their turn, such as the drums and the toy trains. At snack time, children are developing and extending their personal independence well. They find their own name label; collect their own plates and cups, and pour their own drinks carefully. Staff are good role models as they sensitively reinforce expected social conventions encouraging the children to say 'thank you' and to sit at the table when eating and drinking, so as to avoid dangers of choking. Children learn about healthy living well. They consider the appropriate clothing to wear when playing outside in the rain. They wash their own hands before eating although the use of a communal bowl at this time increases the risk of the spread of infection. Staff are introducing woodwork and teaching the children to keep themselves safe as they use suitable real tools.

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

Arrangements for safeguarding children are robust, regularly reviewed, carefully managed and understood by those who work with the children. Established staff have attended safeguarding training. New staff undertake a stipulated induction process and are immediately booked onto a safeguarding course run by the local authority. The pre-school management has completed an effective audit of safeguarding procedures including how to raise concerns and 'whistle blowing' procedures. The pre-school has a rigorous and effective self-evaluation process, and monitoring processes. Staff attend frequent training courses and use new information well. For example, staff now use a picture system to help children communicate their wishes and choose their play activities. Additionally, staff have improved the opportunities for parents to see and comment on their children's learning journeys. This change enables parents and staff to work together to identify appropriate learning opportunities, and so help to support and extend children's development.

Senior staff monitor the progress of the children to check they make as much advancement as they can, delivering a good educational programme of activities overall. Consistent assessment systems help staff identify a child's need for additional support promptly. They share information and records with colleagues, parents and, where appropriate, with outside professionals to provide each child with the help they need. Staff work closely with local childminders to ensure consistency of care and there is a close relationship with the school, which is expanding with the creation of the lunch club.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	EY392849
Local authority	Bracknell Forest
Inspection number	816009
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	35
Name of provider	Birch Hill Pre School
Date of previous inspection	08/06/2009
Telephone number	01344455815

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Type of provision

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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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