

Brailsford Pre-School

Brailsford Institute, Main Road, Brailsford, DERBYSHIRE, DE6 3DA

Inspection date	12/10/2012
Previous inspection date	13/05/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision is satisfactory

- All children are valued and respected. There is a strong commitment to ensuring every child is fully included in the setting and that any special educational needs are understood and sensitively addressed.
- Children's care needs are precisely met. They enjoy a safe and secure setting, where they follow sensible routines that promote their health and well-being.
- Children are happy and content. They show high levels of independence and confidence as they feel safe and secure. They demonstrate positive behaviour and high levels of self-esteem.

It is not yet good because

- Children's individual emerging interests are not promptly responded to as the planning for activities does not take account of each key person group on a regular basis.
- Some mathematical activities are not pitched appropriately and children do not understand what is expected of them.
- The impact of the educational programmes is not effectively monitored to ensure it is meeting children's needs.
- The setting has not explored ways to get parents more involved in their children's learning and they are not routinely included in reviews of their children's progress.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main hall, the small side room and the outside learning environment.
- The inspector held meetings with the manager of the provision and the registered provider.
 - The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, 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.

Inspector

Jennie Dalkins

Full Report

Information about the setting

Brailsford Pre-School is run by a committee. It opened in 1980 and operates from Brailsford Institute, Brailsford in Derbyshire. The pre-school is open each weekday from 9.15am to 12.15pm during term time. All children share access to an enclosed outdoor

play area.

The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 30 children on roll, all of whom are within the early years age range. The pre-school supports children with special educational needs and/or disabilities.

There are five members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 2. The setting provides funded early education for three- and four-year-olds.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the planning of activities to show how the setting is responding to children's emerging needs and interests in a timely manner.

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

- Review the planning of mathematical activities to ensure these are pitched in line with children's level of understanding
- find ways to further engage parents in their children's ongoing learning and development, particularly at review points, in order that they play a full and active role in their child's learning and development
- develop systems to evaluate the impact of planned activities and to assess the delivery of the educational programmes.

Inspection judgements

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

Children quickly settle at the setting and engage with the activities on offer. They are supported by the staff who work alongside them, extending and developing their play with some good questioning. Staff encourage children to notice the symmetry in the butterfly pictures they make as they fold them in half so the paint and glitter imprints on both sides of the butterfly's wings. Children correctly identify the colours of the paint they use and make good attempts at writing their own names on their work. This encourages their early literacy skills. Teaching techniques are largely effective as all staff recognise when to

intervene and when to allow children to play independently. They allow children to fully explore their imagination by providing some interesting resources and letting children decide how to use them. Children have great fun lining up a range of cardboard boxes and making them into trains, they then pretend to be on a trip to the sea. Staff play along with them, encouraging them to be imaginative.

Continuous play opportunities ensure that the seven areas of learning are all covered and children have the opportunity to access a range of activities to support their development. Books are on display to encourage reading skills, and children enjoy looking at these independently or with staff. Physical development is promoted as children dress up in a range of items and engage in active play with the pop-up tunnel. Knowledge of the world is developed as the computer is in regular use and children display a good understanding of how to use a mouse and keyboard. Jigsaws, blocks and number lines promote an understanding of mathematical concepts.

Staff observe children as they play and note their achievements. The key person identifies their children's next steps and these are used to plan future activities. However, the current system does not allow for staff to plan in a timely manner as they take it in turns to plan the group activities over the week. Consequently, children's emerging interests are sometimes not responded to promptly. Adult-led activities are used to promote learning in a specific area, but again, these do not always take account of children's individual levels of understanding and attainment. During carpet time, children are encouraged to take part in an activity with an abacus and printed numeral cards. However, most children are confused by the activity and do not recognise the numerals or how to use the abacus. Consequently, the value of the activity is limited for most children, while some of the more advanced children dominate.

Nevertheless, children make satisfactory progress towards the early learning goals. Systems to assess children's starting points on entry to the setting include parents' views about what their children can do and, as a result, staff have a secure baseline in place from which to measure children's progress. Those with identified special educational needs receive a high level of additional support and are also making strides towards obtaining their individual goals. A system to review progress is being developed but parents do not attend regular reviews at present. This means that they are not able to effectively identify any learning goals or contribute to ongoing learning in a formal way. Regular verbal communication and written information detailing current activities does, however, provide parents with ideas to help children continue their learning at home.

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

An appropriate key person system is in place, which helps both parents and children to build relationships with a designated member of staff. Staff are kind and attentive, providing genuine warmth and affection to every child. Consequently, children are generally happy to engage in play and develop skills for future learning as they are relaxed and comfortable. They engage staff in their play, getting them to join the train that they have made with a row of cardboard boxes or building tall towers with bricks. Each child's personality, likes and dislikes and any special needs are catered for. Details relating to

allergies or dietary requirements are accurately recorded and precisely met, to ensure the well-being of all.

Effective resourcing ensures that all age groups have a good range of activities and toys to meet their needs. There is plenty of opportunity for free play and children happily select from dressing-up items, posing in sunglasses and dressing-up as princesses. They enjoy craft activities, making butterflies with paint and glitter and have great fun outside, playing in the playhouse and running around in the fresh air. Self-care skills are developed as they put on their own coats and zip them up with minimal help prior to going out to play. Children make choices from healthy selections at snack time, enjoying a range of yogurts, breadsticks and cheese and crackers. They know why it is important to wash their hands before helping themselves to snacks and follow sensible routines, washing their hands after outside play and after visiting the toilet.

Children's understanding of safety is also well-promoted. They understand why they must not run inside and that it is important to take turns crawling through the pop-up tunnel so that they do not hurt each other by accident. They take part in regular evacuation drills and understand why they need to respond to instruction promptly to ensure their well-being.

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

The setting is suitably led by the manager and the committee. Self-evaluation has been used effectively to address key areas for improvement and the actions and recommendations raised at the last inspection are being positively addressed to ensure standards are continually raising for children. Action has been taken to ensure that all required policies and procedures are now in place, and consequently, children's health and safety is now appropriately promoted. For example, information as to who has parental responsibility and legal contact with the child is now recorded along with consent to seek emergency medical treatment. However, the delivery of the learning and development requirements is still being addressed and planning, in particular, still requires further attention. The current system does not enable staff to respond promptly to children's emerging interests and needs, as they take it in turns to plan for the whole setting on a week by week basis. Consequently, some activities do not suit individual children's needs. A system to oversee the delivery of the educational programmes and to evaluate the effectiveness of activities is also not yet in place. Consequently, strengths and weaknesses in this area of practice are not yet being identified or addressed.

Staff are generally enthusiastic about their roles and are hard-working, spending all their time alongside children, supporting and encouraging them throughout the session. They are appropriately supported and monitored by the manager who gives them an annual appraisal and a six monthly review to help them identify their strengths and weaknesses. Staff are encouraged to gain additional skills, with regular access to training. Children benefit as these new skills are incorporated into the setting to improve practice.

New systems to observe, assess and monitor each child's progress are being introduced.

Existing practice ensures that all children are making suitable progress, but the new system, which is currently being rolled out, enhances this and provides an improved tracking document to monitor and review children's attainment across all areas of learning. Parents are not yet part of the review process, although they are encouraged to be involved in their children's learning, sending in items from home to complement the topics being covered. For instance, children bring in conkers to show at circle time as part of the setting's Autumn theme.

Positive partnerships exist with both children's parents and other professionals who have an input into children's care. Specialists, such as the visually impaired team and speech therapists, work alongside staff on individualised plans for children enabling children's key workers to support any special educational need. There is a genuine commitment to inclusion and all children are enabled to fully take part in activities. Specialised equipment is sought to help those with physical needs and staff working with children with special educational needs are extremely positive and proactive. They put together resources to support each child and work closely with parents to ensure the care provided precisely meets the child's individual needs.

All staff understand the signs and symptoms that may indicate abuse and know how to report any concerns. There is a suitable written policy in place to support practice with the manager taking on the designated role for any safeguarding issues to ensure that any incidents are followed up appropriately. The nursery environment is safe and secure. All exterior doors are locked and outside areas are enclosed to protect children from the car park area. Risk assessments are used to ensure that all equipment is safe and suitable for use.

The Childcare Register

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

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	206725
Local authority	Derbyshire
Inspection number	818047
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	30
Number of children on roll	30
Name of provider	Brailsford Pre-School
Date of previous inspection	13/05/2011
Telephone number	07779 954920

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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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