

Brigg Kids Club & Little Angels Pre-School

Brigg Kids Club, The Old Stores, Glebe Road, BRIGG, South Humberside, DN20 8QG

Inspection date	29/11/2012
Previous inspection date	23/11/2010

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

- The playrooms and gardens are organised with children's needs and interests in mind. Therefore, children are busy and enthusiastic. They learn well because they enjoy themselves.
- Relationships between staff and parents are strong. Information about children is shared, therefore, they benefit from consistent care and support for their learning.
- Children feel secure and have a sense of belonging. They build strong attachments because staff are caring and respect them.
- The owner has a strong desire for excellence. Staff feel they are fully involved and supported and have high levels of commitment, which results in continually improving practice.

It is not yet outstanding because

- There is room to further develop staff's confidence in using planning more flexibly so that they make the most of children's spontaneous learning.

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 activities in the playrooms and garden.
The inspector had a prolonged discussion with the manager and sampled
- documentation, policies and procedures and records, including evidence of staff suitability.
- The inspector took into account the views of parents spoken to on the day.
- The inspector undertook a joint observation with the manager.
- The inspector spoke to staff and interacted with children throughout the inspection.

Inspector

Elisabeth Wright

Full Report

Information about the setting

Brigg Kids Club and Little Angels Pre-School originally opened in 2004 and re-registered under new private ownership in 2010. It is registered on the Early Years Register and the compulsory part of the Childcare Register. It operates from self-contained premises in Brigg, a town in North Lincolnshire and is privately managed. There is a fully enclosed area available for outdoor play. The setting serves the local area and is accessible to all children.

The nursery employs eight members of childcare staff. All of whom hold appropriate early years qualifications. The owner/manager has achieved Early Years Professional Status; two other staff are qualified to degree level, one member of staff holds a qualification at level 3 and four hold qualifications at level 2. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions.

There are currently 36 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- widen opportunities for children to initiate their own learning by encouraging staff to be more confident in adapting planned activities so that they can respond to the spontaneous learning events created by what children say and do.

Inspection judgements

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

Children enjoy the time they spend at Little Angels because staff support them with enthusiasm and warmth. Therefore, they are confident and eager to join in with play that develops their learning well. The strong relationships that staff build with parents encourages a useful exchange of information about children's activities and development. Staff build up a good picture of children when they first start, which is continued through daily conversations. They then use their knowledge of what children have achieved outside of the nursery to plan the aims and activities that will continue to support children's progress. Parents are confident to talk to staff because they are made to feel welcome and are listened to. This builds a shared understanding about children and helps to ensure parents are provided with guidance to help them support their children at home. As a result, children benefit from complementary experiences both at home and in nursery which enables them to make good progress in their learning and development.

Staff observe the children and use the 'Development Matters in the Early Years Foundation Stage' guidance to assess their progress. Planning of learning experiences are generally

effective. However, staff sometimes rely a little too heavily on direct teaching through adult-led activities to support children's learning, and do not always have the confidence to follow on and make the most of any spontaneous learning events that may occur. As a result, some opportunities to extend children's learning by building on what they say and do are overlooked.

Children's language skills are developed well. Staff talk to them in ways that they can understand, using simple sentences for younger children and extending explanations as they get older. They introduce narrative into children's play, which encourages them to express their ideas and think creatively. For example, a child exploring a basket of natural objects learns new words for texture, because a member of staff encourages her to feel the stones and introduces new words, such as 'smooth' and 'cold'. The child repeats these words then extends her curiosity by showing the staff member a pine cone; giggling as they explore its rough surface together. Children are listened to and their ideas are valued, therefore, they listen to one another, which enables them to share and learn from each other. For example, children dressing up as reindeer discuss and decide together who is pulling the sleigh and who is going to be 'Santa'. Outside children join in with a member of staff to create a story about a bear and build a pretend fire of leaves. They respond enthusiastically to her, adding their own ideas and acting out the story with gestures.

The good organisation of the playrooms and garden plays an important part in supporting children's learning and development. Resources are easily accessible so that children can find what they need quickly, without interrupting their plans by having to wait for a member of staff. Activities are closely linked to children's own experiences. For example, they develop physical skills making decorations for two Christmas trees which they decorate themselves. A cosy book corner invites children to sit quietly and enjoy the books, relaxing together on cushions. Children choosing to play outside are challenged as they carefully balance on beams, climb, steer bikes and try to catch balls in upturned cones.

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

Children are welcomed into the family atmosphere of 'Little Angels' and, therefore, they are settled and happy and develop a strong sense of belonging. Secure attachments between children and staff mean that individual children's needs are known and met well. Babies play safely in their own area and snuggle up for feeds in a cosy, private alcove, where they can enjoy one to one attention from their special key person. They benefit from plenty of contact with the older children, who provide them with good role models and a sense of themselves within a community. For example, babies join with all the children for a shared lunch and older children join with babies in their area and play with them. They understand and respect this as the babies' space because staff explain this to them in ways they can understand. One baby present giggles delightedly whilst playing with her key person. An older baby shows his sense of security by choosing to play in the older children's playroom, where he joins in with their activities. His key person keeps a

watchful eye on him and joins in with his play, encouraging his independence.

Behaviour in the setting is very good. Staff are caring and kind, therefore, children reflect this in their own behaviour. One child approaches the inspector to tell her to be very quiet if she goes into the baby room because her friend is sleeping in there. The stimulating environment and wealth of activities contribute to this because children can make free choices. Therefore, they can choose to be busy and involved, or to relax in cosy areas with their friends.

Children's good health is promoted well. They benefit from being able to spend much of their time playing outdoors and from staff who are attentive to their needs and preferences. For example, when staff notice a few children are ready for outside play early on in the day, arrangements are made to open up and supervise the garden to allow them to do so. Children begin to understand how to manage their own personal needs as staff discuss with them what they should wear now the weather is colder and make sure that children who have brought gloves put them on. A snack table, offering fresh fruit and drink, is freely available throughout the session, so that children can help themselves when they recognise they are hungry or thirsty. Staff are aware of which children have had snack and remind younger, or very busy children, to make sure they all benefit from regular food and drink.

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

The owner, who manages the nursery, has a good understanding of the requirements of the Early Years Foundation Stage. She uses a quality assurance tool, together with the views of the whole staff team, to evaluate practice and provision across all areas. Consequently, she has a secure understanding of the strengths of the setting and the areas that she would like to develop. An example of this is the decision to include the nursery children in the Forest School provision being developed for the after school provision she also manages. The manager puts a strong emphasis on the benefits to the children of a well trained staff team. She has developed her own practice through gaining Early Years Professional Status and uses this expertise to develop the skills of the whole team. Regular one-to-one meetings with staff ensure that their training needs are accurately identified and appropriate training provided for them. The manager is ambitious for the setting, seeking to bring about continuous improvements to benefit the children in her care. She inspires the closely knit team, who are enthusiastic and supported well in understanding and carrying out their roles.

Effective policies and procedures are in place to safeguard children's welfare. The manager has attended appropriate child protection training and has passed this on to staff through in-house training. Therefore, staff have a good understanding of how to identify possible abuse and the procedure they need to follow should this occur. All other required documentation is in place and used effectively to support children's well-being. Good

relationships with the local school support children well when they are ready to move on. They get used to walking to school, as they accompany staff who are collecting the older children to take them on to Kids Club. They are familiar with the teachers, because they visit the nursery and meet the children. This familiarity helps children to settle quickly when they move on to school.

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	EY407136
Local authority	North Lincolnshire
Inspection number	875319
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	23
Number of children on roll	36
Name of provider	Melanie Glentworth
Date of previous inspection	23/11/2010
Telephone number	01652 656 927

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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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