

Brockhampton Pre-School

Brockhampton School, Brockhampton, Bringsty, WORCESTER, WR6 5TD

Inspection date

Previous inspection date

11/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children thrive and make excellent progress. The inspirational manager and her colleagues plan and organise a rewarding educational programme which fully caters for children's needs and interests. This ensures children are very well prepared for the next stage in their learning.
- The pre-school has excellent relationships with parents and the primary school. Parents are fully involved in their children's care, learning and development. Close partnerships with the school enable staff to precisely meet individual children's needs and to plan and organise interesting and challenging shared learning experiences for all children.
- Leadership is inspirational. The manager, registered person and the school are highly motivated and successful in working together to drive and sustain improvement. They have created a high quality early years provision where children are enthused to achieve their very best by enthusiastic and skilled staff.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 pre-school classroom, reception class and the outside learning environment.
- The inspector held meetings with the manager and registered provider and spoke to the head teacher and reception class teacher.
- The inspector spoke to pre-school staff and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff.
- The inspector discussed the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Rachel Wyatt

Full Report

Information about the setting

Brockhampton Pre-School re-registered in 2012 on the Early Years Register. It is situated in a classroom in the grounds of Brockhampton Academy Primary School near Bromyard and is managed by the school governors. The pre-school serves the local area and has strong links with the school. There are fully enclosed areas and a woodland available for children's outdoor play. They attend weekly Forest School sessions and go on various local walks and outings.

The pre-school employs six members of staff. Of these, two have early years degrees and three have level 3 qualifications. The manager is currently working towards an early years foundation degree.

The pre-school is open during school term times. Sessions are run on a Monday and Friday from 8am to 4pm, and on Tuesday, Wednesday and Thursday from 8am to 5.30pm. There are currently 25 children on roll who are aged from two years to school age. The pre-school provides funded early education for three- and four-year-olds.

What the setting needs to do to improve further

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

- enhance children's learning by offering further opportunities for them to explore similarities and difference between their own and others' lives and traditions.

Inspection judgements

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

Children are very motivated and eager to learn. They relish the rewarding activities and rich experiences planned and organised for them, particularly as these fully reflect their interests. For example, in the lead up to Mother's Day, the children said they would like to talk about and take part in activities featuring their mothers. This culminated in each child painting a unique portrait of their mum, displayed in the pre-school alongside a photograph of her taken by the staff. The children have now turned their attention to dinosaurs. They, the staff and older children from the school have set the scene by creating a lively display featuring dinosaur figures, foliage and various props and materials they collected from around the classroom and outside.

Children make excellent progress. The manager and staff are highly effective, inspirational teachers who expertly tailor activities and resources to cater for each child's characteristics and abilities, including a member of staff taking lead responsibility for planning for two-

year-olds. Plans for activities and resources are securely based on the information from the staff's regular observations and information sharing with parents, and their precise assessments of each child's starting points and learning priorities. The manager and staff skilfully adapt and extend activities and resources as children's ideas develop, to focus on specific skills, such as children's recognition and use of letters and sounds and more complex number work. The manager and staff regularly exchange information with parents, who appreciate being able to contribute to their child's learning in the pre-school and at home. For example, information about family visits or celebrations is followed up in planning, and each week children choose a book to take home to read with their family. Parents are given regular feedback about their child's activities and achievements, including opportunities to talk to key persons about their child's progress and next steps.

Children are very well prepared for the next stage in their learning. The manager and staff clearly understand and fully promote the skills and attitudes children need in readiness for school. They interact very well with children, encouraging and enthusing them so they are confident and know what is expected of them. The manager and staff's creative organisation of a wealth of resources and inviting learning areas stimulate children's choices, imagination and purposeful learning. They carefully observe how children are playing and sensitively intervene to offer additional equipment to extend their ideas and investigations. For example, adding a length of guttering balanced on a crate adds a different dimension to a child's construction of a marble run. This also encourages others to join in with experimenting with different large-scale materials to see how these impact on the speed and distance travelled by the marbles. Children help to plan and organise activity areas. For example, during a visit to a local pet shop, they each had money to spend on items to use in their role play pet shop back at pre-school. Staff adeptly foster children's enthusiasm for following up unplanned experiences. This includes everyone quickly getting dressed to run about outside during a short snow storm. Children also thoroughly enjoy talking about and investigating a lump of ice the manager finds in the sand tray outside.

Children become skilful communicators who fully understand the importance of listening attentively and taking turns in speaking, for example, as they listen to stories or take part in lively whole group discussions. Children are encouraged to be confident and articulate speakers. Following a well-told story about a boy and his dinosaur toys, children confidently use descriptive words and more complex vocabulary as they talk about and name the different dinosaurs in the story. Another member of staff expertly teaches them the words to a new rhyme about a dinosaur, which they enthusiastically repeat later in the session. Staff at the pre-school and school are working together to give children a secure understanding of letters and sounds. Children readily recognise and use these in both planned and unplanned activities. For example, a four-year-old identifies and sounds the letter he has found in the sand, explaining to a child and parent playing alongside him that his name begins with this letter.

Children are physically active. They are successfully helped to become confident in movement, balancing and climbing on a wide range of apparatus, including more challenging adventure play equipment. There is a strong emphasis on outdoor learning, which children relish. They go for walks on the nearby common with older pupils from the school, and attend weekly Forest School activities. Children are interested in their

surroundings, for instance, enjoying bird watching and gardening. They often use binoculars and magnifying glasses to aid their examination of objects and investigations of different materials. Children very ably use information technology and programmable toys. Children of all ages quickly become highly skilled in identifying and using a range of programmes on the interactive white board to support many aspects of their learning. Their understanding of the wider world is also developing well, particularly through opportunities to talk about their own families, to visit places in their local community, such as a nearby children's centre and to use resources, such as musical instruments from other countries. However, the manager and staff recognise there is scope for children to have further opportunities to explore similarities and difference between their own and others' lives and traditions.

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

Children are relaxed and happy. They feel comfortable and emotionally secure because the manager and staff are kind and approachable and create a welcoming atmosphere. Priority is given to helping children to settle quickly when they start pre-school, and parents are encouraged to stay for a short while during their child's initial visits. Children soon become confident as staff reassure them and explain things well so they know what is expected of them and what is happening next. Children appreciate that their ideas and interests are valued and followed up. They become increasingly self-assured about deciding what to play with, relishing a stimulating environment where they can readily choose from a wealth of accessible books, toys and equipment. Children are also very well prepared for managing new situations, including moving on to school. They enjoy regular opportunities to socialise and learn with pupils from the school, such as attending assembly once a week or going with their parents to join the reception class for a popular French breakfast. They also take part in activities at a local children's centre.

Children are very well behaved and have positive relationships with others. They often negotiate and sort out problems for themselves and remind each other about sharing and taking turns. They are kind and helpful, readily assisting with putting away toys and clearing up after snack time, and are welcoming to new children and their parents. Children are keen to do well because staff positively acknowledge and praise their efforts. The 'star of the week' award is much sought after, their work is celebrated and displayed, and they are encouraged to record and photograph what they have made.

Staff sensitively and skilfully support children to be independent in seeing to their self-care, good hygiene and toileting. They foster their understanding of why it is important to be active and eat healthily. Children talk about healthy options, such as the fruit in their lunch boxes, and eagerly take part in outdoor activities whatever the weather. Staff carefully supervise children and monitor safety through daily checks and thorough risk assessments. They also provide meaningful opportunities for children to learn about managing risks and to behave safely and sensibly, for instance, during Forest School and construction play activities, or while tackling more challenging physical apparatus and obstacle courses they have made.

The effectiveness of the leadership and management of the early years

provision

Since registration the leadership team have been focused and tireless in their efforts to successfully develop the pre-school into a high quality provision for children and families. The manager in particular has been innovative and inspirational as she, the head teacher and provider have worked with the staff to raise the quality of teaching, to embed rigorous monitoring of children's progress and of the educational programme, and to improve the organisation and layout of the classroom.

Highly effective professional support has enabled staff to quickly regain their confidence. They ably fulfil their roles as key persons and take lead responsibility for different aspects of the educational programme. This includes planning for two-year-olds, developing the teaching of phonics and helping the manager to moderate assessments. The manager and staff's precise assessments and strong partnerships with parents and carers mean they know children's needs, interests and characteristics very well. Together they plan and deliver an exciting curriculum which consistently matches these needs and helps children to make great gains in their learning and development.

Successful links with the school mean that expertise and resources are shared in order to fully support pre-school children's needs, including those who need additional support or greater challenges. Early years staff at the pre-school and school also work together to accurately assess and plan for those children who are starting school, helping them to make smooth transitions into full-time education in a location they know well.

Highly effective partnerships with parents make a significant contribution to the pre-school's effectiveness in promoting children's welfare, well-being and development. Parents now feel very well informed about how the pre-school operates and about children's progress. When a child first starts, parents are encouraged to give their views about their child's learning and care. Thereafter, they welcome the many opportunities to discuss their children's achievements at home and at pre-school with their key person, and to agree their next steps.

Effective comprehensive policies and accurate record keeping ensure children's welfare, health and safety are fully promoted and parents are kept informed about matters relating to their children's care and well-being. Safeguarding is given high priority and prompt action is taken to minimise any risks to children and to address any concerns about their welfare. The manager and staff have all completed recent relevant training and they regularly discuss and reflect on different aspects of their practice or procedures relating to the protection of children.

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 action. 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	EY449241
Local authority	Herefordshire
Inspection number	906576
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	14
Number of children on roll	25
Name of provider	Brockhampton Academy Trust
Date of previous inspection	not applicable
Telephone number	01885 483238

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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, which are usually the childminder's 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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