

Little Ashes

Burnt Ash Primary School, Rangefield Road, BROMLEY, BR1 4QX

Inspection date

Previous inspection date

19/03/2013

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

- Children move freely around the activities selecting those they want to play with. This shows they are comfortable and feel secure in the setting.
- Children are eager to talk to visitors and ably answer questions about their routines. This shows they know the setting's procedures well.
- Children are well behaved and play well together. This is because staff use good behaviour management strategies with the children.
- Parents have good relationships with staff and are welcomed into the setting. This means that children receive good support for their learning.

It is not yet outstanding because

- The system for planning activities does not clearly show which children are being targeted for which activity so that all staff can help all children to maximise on all the learning opportunities available.
- The system used to target children on the activity planning does not readily identify which individual children would benefit from particular activities.

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 and the supervisor jointly observed groups of children using equipment for imaginary play.
- The inspector sampled the group's paperwork and discussed the group's self-evaluation with a member of the school's governing body.
- The inspector talked to different children who eagerly demonstrated what they could achieve.
- The inspector talked to different members of staff to gain their views on procedures.

Inspector

Linda Coccia

Full Report

Information about the setting

Little Ashes registered in 2012. It is housed within Burnt Ash Primary School and is operated by the school's governing body. Little Ashes has been open for 20 years. The group has use of a classroom in the main school leading out to a fully enclosed outdoor play area. Children are able to use different areas in the school, including the sensory room, hall and nature garden. Little Ashes is registered on the Early Years Register. There are currently 56 children on roll who are all in the early years age range. The group opens from 8.45am to 11.45am and 12.15pm to 3.15pm Monday to Friday during school term times. The group currently supports a number of children with special educational needs and or learning difficulties. It also supports a number of children who have English as an additional language. Four staff members work with the children, all of whom hold relevant early years qualifications at National Vocation Qualification level three. The group also has help from a part-time student on placement.

What the setting needs to do to improve further

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

- strengthen the activity planning to make clear to all staff which children will gain most from each activity to help all children maximise on all the learning opportunities available.

Inspection judgements

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

Staff have a good impact on children's learning and progress because they have a secure knowledge of the expected levels of development of the children they care for. They take account of children's abilities and interests when setting the stimulating and varied educational programme that covers all areas of learning. For example, children with English as an additional language are easily able to learn the group's routines by using picture time lines. This means they quickly feel part of the group and receive good support to acquire further skills. Regular assessments by key persons ensure children are targeted effectively to help them develop their English skills. Records indicate that all children are making good progress towards the Early Learning Goals given their starting points and capabilities.

Children are fully engaged in their play. Cooperative play is very visible in the group as small groups of children talk about their chosen activities and develop their own play. For

example, boys use the quiet area play tent as a den; they happily assign different roles to each other and dress up as their favourite characters. There are quiet moments where they huddle in the den and other times where they move purposefully around the room and outside.

Other children choose to do quieter drawing activities. They proudly display their work to staff and are keen to demonstrate how they 'write their names'. Some are able to identify letter shapes from the display next to the writing table. Children enjoy building items from the varied construction equipment available. Many children can count numbers and others are able to correct their friends when they are wrong. Children from a variety of different cultures attend the group and children learn about each other's differences. They play with small world figures that portray positive images of race, culture, gender and disability and see lots of posters depicting different family types. Staff provide comfy book areas to promote children's enjoyment of books and children use books to support their learning indoors and outdoors. Children happily look at pictures and suggest favourite stories for staff to read at story time. Children use a wide range of resources to make pictures and their work is displayed around the room. This shows that staff value the children's efforts.

Children demonstrate that they are interested learners and enjoy their time at the setting. Key persons listen to children's stories about their home lives to gain insight into the children's interests. Key staff suggest activities parents can do with their children at home to extend the children's learning.

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

Children are happy and eager to play when they arrive. They confidently approach visitors and ask questions about why the visitors are there. This shows children feel very secure. Staff and children develop close relationships because there is a well-established key person system in place. Staff know their key children very well and instinctively know what the children need to help them learn and develop. Their knowledge is reflected in the well-resourced, welcoming environment, which fosters children's independence and co-operation. For example, children happily use activities alone but often interact with others playing with different activities nearby.

Safety is a high priority to staff. They carry out their own risk assessments, independent of the school risk assessments, to help to ensure their areas are safe. Children gain a good understanding of risk as they play indoors and outside. They explain that they mustn't run around indoors and must use toys carefully so as not to cause accidents to others. Children behave well and cooperate well with staff. For example, they readily sit on the community mat when requested. Children show concern for others and share toys and activities very well.

Children eat healthy and nutritious food during the open snack time. They are encouraged to be independent as they select their own plates, cups and utensils, serve their own food

and pour their own drinks. They clear away unwanted food and dispose of dirty plates and cups into the washing up. Children do this very proficiently which means they know the routines well. Children take themselves to the toilet and show staff they have washed their hands afterwards. Children use recycled materials in their play. Children learn about how plants grow as they plant bulbs and seeds in pots in the garden. Children have access to the school's sensory garden too. They have good opportunities for physical play, both indoors, but mainly outdoors. Children enjoy a healthy lifestyle. Good procedures are in place to support children to move on to school. Children have regular visits from the school's reception teacher and are occasionally involved in activities with the school. The supervisor ensures links are made with other schools children are likely to attend by inviting their reception teachers to visit. Children are encouraged to be independent during their time at the group.

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

The group has regular input from the school governors who support the supervisor and staff. They help review and implement the good range of policies and procedures used to run the group. All staff have a good understanding of the safeguarding policy and supporting procedures to help keep children safe. For example, they ensure visitors sign the entry book and are never alone with children. Staff use the group's internal reporting procedures if they have concerns about children. All regulatory paperwork is well maintained and up to date. Children's well-being is a high priority to staff.

Staff demonstrate a good understanding of the areas of learning and how young children learn and develop. They are very experienced in caring for children and therefore understand that children develop at different rates and have different skills and abilities. They are proficient in targeting those children who have identified needs and are adept at helping children close the gaps in their learning. The activity planning effectively covers all of the areas of learning and the needs of the children. However, it does not show which children are being targeted for which activity so that staff can help all children to maximise on all the learning opportunities available. The governors demonstrate a good understanding of their responsibilities towards the staff by providing them with good opportunities for training within the school set-up. This allows the supervisor to maintain an established programme of professional development for herself and the staff.

The supervisor has begun to evaluate the provision. She has effectively identified a number of issues for improvement and has begun to compile an action plan to address these. For example, she has identified that she needs to sample the views of parents and children to ensure the consultation system is robust. This demonstrates that the group is able to maintain the continuous improvement of their setting.

The group has good links with a number of different professional bodies to support children with different needs and those with English as an additional language. For example, specialists from the local speech and language service visit children at the

setting. This means that key persons are able to have a direct input at the meetings to support children. Parents report they have good working relationships with staff. They state that staff listen to their requirements for their children and parents' views are respected. Parents receive regular information in newsletters and on displayed notices about a variety of health issues and activities arranged for their children, which they can join in with. Parents have regular opportunities to see their children's development records when they meet with staff, but cannot access them for themselves. This limits the parents' opportunities to review their children's progress and comment on it. Overall, children receive good, consistent care because regular discussions of their needs take place.

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 | EY453233 |
| Local authority | Bromley |
| Inspection number | 882856 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 3 - 5 |
| Total number of places | 26 |
| Number of children on roll | 56 |
| Name of provider | Burnt Ash Primary School Governing Body |
| Date of previous inspection | not applicable |
| Telephone number | 02086972441 |

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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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