

# Brierley Playmates Pre-School

Community Pavillion, Brierley Park, Brierley, Barnsley, S72 9HN

<b>Inspection date</b>	18/02/2013
Previous inspection date	05/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 setting is warm, bright and welcoming. Children are able to explore and decide what they want to play with, which means they feel comfortable and at home in their surroundings.
- Staff have a secure understanding of the Early Years Foundation Stage and plan a wide range of stimulating and interesting activities that children enjoy taking part in. As a result, all children learn effectively and make good progress.
- Familiar routines, such as weather time and story time, provide repetition, rhythm and rhyme which encourage children to listen and pay attention and help to prepare them for readiness for school.
- Staff work together well as a team. They are friendly, approachable and are well-organised giving good attention to providing a safe environment. Parents are very complimentary of the provision and the care their children receive.

### It is not yet outstanding because

- The set time for the use of the outdoor area limits children's opportunities to play and extend their learning in the outdoor environment.
- Words in the home languages of all the children who attend are not displayed which reduces the opportunities for children with English as an additional language to build on their vocabulary.

## 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.

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 playrooms and outdoor play area.
- The inspector met with the manager and registered person and spoke with the staff at appropriate times during the inspection.
- The inspector and manager undertook a joint observation and discussed this.
- The inspector looked at children's learning records, planning documents and a selection of policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Ann Law / Kathryn Gethin

## Full Report

### Information about the setting

Brierley Playmates Pre-school was registered in 1993. The group is managed by a voluntary committee and operates from the pavilion building in Brierley Park, Brierley, near Barnsley. The children have access to two adjoining playrooms and there is an enclosed outside area. The pre-school receives funding for the provision of free early education to children aged three and four years old.

The group opens five days a week during school term time. Sessions currently run from 9am to 12pm. However, the opening times and sessions may vary, to address the needs of the local community. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 19 children on roll who are all in the early years age group. There is support for children with special educational needs and/or disabilities and for those children who speak English as an additional language. There are five permanent members of staff working with the children, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

### What the setting needs to do to improve further

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

- increase opportunities for children to play and extend their learning in the outdoor environment
  
- further develop the educational programmes for literacy by sharing knowledge about the languages used within the setting and providing words in print to help children who speak English as an additional language to recognise simple words and build on their vocabulary.

## Inspection judgements

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

The educational programmes provide a good range of interesting and challenging experiences, and practitioners have a secure knowledge and understanding of the needs of children in the Early Years Foundation Stage. The layout of the room is carefully planned and resources are of a high quality. Most areas of the setting are exceptionally well-resourced and all areas are frequently updated to ensure they offer sufficient challenge to children. The outdoor area has been developed and provides purposeful activities. The organisation of the setting and the routines help children to settle quickly

and grow in confidence. Practitioners know individual children well and recognise the importance of children making relationships and feeling secure. Much loved toys from home, such as 'Mr Snuggles' are encouraged to help with this. Practitioners are skilful in gently encouraging less confident children to join in activities. A recent success has been with one of the younger children now sitting independently at circle time.

Practitioners have very positive relationships with the children and expectations are high. They are very enthusiastic, give frequent praise and use good teaching techniques to engage children in the wealth of activities. Children are happy and confident learners and behave very well. They enjoy the mix of adult-led and child-led activities and display high levels of motivation. Children freely select from the very good range of activities and enjoy their learning in a rich, stimulating environment. Practitioners are skilled in allowing children time to follow their own interests and choose ways to do things. For example, children display high levels of concentration and perseverance as they skilfully position large wooden blocks, both horizontally and vertically to construct a large 'super-hero' house. Children are engrossed in craft activities and share ideas with each other on the best way to make models from various materials. Children's physical development is supported as children are encouraged to fasten coats and put on shoes for outdoor play. They use their small physical skills well as they use one finger to manoeuvre a car around the edge of the sand tray.

Children follow direction well and show great excitement as they eagerly gather on the carpet and exclaim 'it's weather time'. Practitioners use this time well to encourage children's communication and language skills. They introduce new language to children, such as thunder and lightning, and make good use of symbols to explain the meaning of new words. Practitioners extend children's use of imaginative language through good questioning techniques. They engage children in conversation and model language well as they repeat words back to them and demonstrate how to pronounce words correctly. Children are familiar with routines and know the appearance of 'Fuzzy Wuzzy' bear signals the start of song and story time. He helps the children to sing 'Bounce the bear' and other favourites. This means the children increase the range of songs and rhymes they know and encourages them to match their movements to the words.

Practitioners are successful in observing, assessing and planning for individual children to support their play and learning. Observations focus on what children know and can do. Pertinent next steps are identified in line with the children's stage of development. The colour coding of the assessments show all children are making good progress in their learning. This includes children with English as an additional language and children with speech and language delay. The setting takes care to involve parents at all times. Practitioners undertake home visits prior to the child attending and involve parents in the initial assessments of children's starting points. Parents are encouraged to share information about their child's learning and development at home; child and parent/carer voice sheets are used to gather information about recent activities, outings and experiences. Parents are delighted with the progress their children make and comment that they 'feel fully involved in their child's learning' and their child has 'come on in leaps and bounds'.

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

Practitioners develop close and trusting relationships with the children. The well-established key person system means they know the children well and can confidently discuss their learning needs and individual personalities. This means children settle well and are happy and emotionally secure. Children demonstrate this when they happily talk to the inspector about their friends at pre-school. Children's readiness for school is supported well as very good links are in place with the local school.

Children learn to behave well because they know what is expected of them. Practitioners give clear guidance to children as they gently remind them to use their 'walking feet' indoors and children know to wait for their name being called before they put their outdoor shoes on. This promotes an atmosphere of calmness, cooperation and equality. Children are encouraged to develop healthy lifestyles as they manage their personal needs well, and develop their independence. They know to wash their hands before eating and after using the toilet, and competently select their own snack and pour their own drink from a range of healthy food and drinks.

Children are becoming independent active learners as they freely select from the well-organised resources. Children are happy, play well together and are motivated to learn. The setting is print-rich; however, everyday words in other home languages are not readily available within the setting. Consequently, where children do not have English as their home language there are fewer opportunities to build on their vocabulary.

The very attractive, stimulating and well-resourced outdoor area is a feature of the pre-school. Children thrive in the fresh air and develop good control of their bodies as they move freely in the outdoors. Practitioners talk to children about the effect of exercise on their bodies and children understand the benefit activity has on their bodies. They know that it is good that their heart beats faster after exercise and goes 'boom, boom, boom'. Children begin to take risks as they move stealthily across a beam and demonstrate they feel safe and secure as they hold tight to their 'driver' who pedals them around on the back of their trike. They learn about nature through a good variety of natural resources and squeal with delight as Cyril, the garden's resident squirrel, runs past them at speed.

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

The registered person and the manager of the setting work closely together to ensure the safeguarding, welfare, and learning and development requirements of the Early Years Foundation Stage are successfully met. Regular discussions with practitioners are used to identify training and development needs, ensuring continuing professional development. Trainees speak highly of the support given and comment on how much they have learnt. A comprehensive range of well thought out policies and procedures are in place which underpin the safe and efficient management of the setting and these are followed well. For example, the arrivals procedure ensures all children are individually welcomed and signed on the attendance register to ensure their safety. Children are safeguarded very well because the manager and senior practitioner have attended advanced safeguarding

training and all practitioners are aware of their responsibilities in protecting children. The organisation and deployment of staff is effective which means activities are managed well and day-to-day tasks, such as cleaning, do not take place when children are present and therefore do not detract from the superb attention given to the children.

The manager is very clear about what it is she wants to achieve for the setting and is fully supported in this by the committee and the staff team. Changes are planned and introduced where necessary to bring about improvements. This includes contributions from parents and the local authority. For example, since the last inspection the outdoor area has been successfully transformed, providing children with access to an attractive outdoor learning environment. However, the organisation of outdoor play at a set time limits children's opportunities to play and extend their learning in the outdoors. Robust self-evaluation and monitoring of the educational programmes has identified future areas for improvement, including developing the indoor area for mathematics.

Partnerships with parents are very good. There is successful liaison with parents and other professionals where children have special educational needs and/or disabilities. Each child has a learning journey which demonstrates the pre-school have an accurate understanding of the child's skills, abilities and progress. These folders are on display for parents and they comment they appreciate 'the availability of the files'. Parents are extremely complimentary of the service that is offered and they comment that 'staff are friendly and approachable', their children 'are happy', and they describe the pre-school as 'spot on'.

### 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
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

<b>Unique reference number</b>	302824
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	904201
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	21
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Brierley Playmates
<b>Date of previous inspection</b>	05/02/2010
<b>Telephone number</b>	07738055344 (vicky ray)

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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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