

Berry Brow Pre-School Playgroup

Birch Road, Berry Brow, HUDDERSFIELD, West Yorkshire, HD4 7LP

Inspection date	25/04/2013
Previous inspection date	11/11/2009

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		3
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

- Staff work well as a team and are ambitious in making continual improvement.
- Staff and children share a warm and friendly relationship, resulting in children settling with ease.
- Parents are kept up-to-date about their children's progress and are aided in continuing their learning at home.
- Performance management helps to identify staff's weaknesses, which are swiftly addressed.

It is not yet good because

- Home languages are not fully embraced within the nursery, to help value linguistic diversity.
- Older children are not given the opportunity to take responsibility for everyday tasks. Therefore, they are not gaining a sense of well-being, to help extend their confidence in their own abilities.
- Children do not have opportunities to explore aspects of their local environment.
- Children do not gain a sense of self-respect and concern for their own personal hygiene.

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 sampled a range of documentation, including children's development records, policies and statements.
- The inspector completed a joint observation of snack time with the deputy manager.
- The inspector observed a range of activities in the main playroom and outdoor play area.
- The inspector held meetings with management as well as with staff and parents.

Inspector

Jan Healy

Full Report

Information about the setting

Berry Brow Pre-School Playgroup registered in 1993 and is registered on the Early Years Register and compulsory and voluntary part of the Childcare Register. It is a voluntary, committee run setting. It operates from Newsome South Methodist Church in Huddersfield, West Yorkshire. The pre-school serves the local area. It is accessible to all children and there is an enclosed area available for outdoor play. There are currently 42 children on roll in the early years age group. The pre-school opens Monday, Tuesday, Thursday and Friday, from 8.45am to 11.45am and from 12.15pm to 3.15pm, with a lunch club taking place from 11.45am to 12.15pm. On Wednesday, the pre-school opens from 8.45am to 12.15pm. It is open during term time only. It supports children with English as an additional language. The pre-school provides funded early education for two-, three- and four-year-old children. The provision employs six members of staff. Two staff hold a National Qualification Level 4, one Level 3 and one Level 2. One member of staff is working towards a level 2.

What the setting needs to do to improve further

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

- create a high quality, welcoming, safe and stimulating outdoor play area, where children enjoy learning and grow in confidence.

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

- display lists of words from different home languages and invite parents contribution
- encourage children to take responsibility to help with manageable tasks, such as, preparing snack and pouring their own drink.

Inspection judgements

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

Children and staff share a warm relationship, resulting in children feeling happy and secure when in their presence. Staff work successfully in partnership with parents, encouraging them to contribute to children's initial assessments, to enable them to identify children's starting points. This then allows staff to plan and sustain ongoing progression in

most areas of learning. For instance, in planning a reasonable range of interesting activities that take place indoors, such as making handprints using paint. However, challenging play is not extended to the outdoors, as this area is unwelcoming and lacks interest. The space is restricted, due to slip hazards and results in a lack of choice with regard to outdoor resources. Therefore, this restricts the learning style of those children who learn better outdoors. Children rarely leave the premises with staff to explore their wider world and to learn about their local community.

Staff work well with parents, who report their pleasure at being kept up-to-date about the progress children are making and are supported in developing children's learning at home. This includes advice about the advantage of reading bedtime stories and joining-in with their play. However, staff do not work in partnership with parents to incorporate children's home languages within their play, such as displaying words in children's first language. Seeing their language reflected in the nursery encourages both children and parents to feel valued.

Children are making satisfactory progress in relation to their starting points and pattern of attendance. This is because staff have a reasonable understanding about the requirements of the Early Years Foundations Stage and about how young children learn. Staff plan a sufficient range of activities that support children's interests and which focus on the prime areas of learning. For example, they encourage children to experience activities that are new to them, such as dressing up and pretending to be characters of their choice while in the home corner. Staff join-in with conversations children have about events taking place at home that are important to them, as well as about their interests. Staff speak kindly to each other, which children copy, with such good role modelling making for a harmonious atmosphere. Staff also plan for children's specific areas of learning. Although, staff do not take full advantage of providing children with opportunities to count, therefore, children do not use number names and language spontaneously. Accessible writing materials provide children with plenty of opportunities to practise their early writing skills and staff also encourage children to write their name on their artwork. Staff stimulate children's interest in literature, through the reading of various stories, which children enjoy and join-in with repetitive refrains. Children experiment with various musical instruments and enjoy learning the words of new songs. Children celebrate major festivals, including Christmas, birthdays and the Chinese New Year, which help to promote mutual respect and encourages children to value each other.

The majority of teaching methods result in children's needs being met when playing indoors. Opportunities are provided for children to think and to demonstrate what they know and understand, such as when using magnetic letters to spell their name. Staff spend the majority of their time chatting and playing with the children to help extend their language and communication skills. Regular observations of children during play enable staff to assess progress being made, allowing them to further their learning through planning for their needs and interests. This also aids children in being ready for their next stage of learning, which includes their readiness for school.

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

A successful key person system enables the staff to get to know the children well, resulting in them arriving happily and separating from their parents with ease. Staff work in partnership with parents, to gain necessary information about children's interests, in order to enable them to provide for their individual needs. During mealtimes, staff teach children about the foods that are good for their growing bodies, as well as about the foods that should be eaten in small quantities. However, children do not have the opportunity to help with manageable tasks, such as helping to prepare snack or to pour their own drinks, which if in place, encourages children to gain a sense of well-being.

Children are becoming ever more independent, for example, in putting on their own coat for outdoor play. Staff do not always promote children's understanding of self-care, which helps to support a healthy lifestyle, as children share a bowl of water during hand-washing routines after creative play. Suitable and age-appropriate resources are stored within children's reach, such as jigsaws and dressing-up clothes that children access independently.

Children are learning to keep themselves safe. For example, an explanation is given to children about the necessity to wear a wristband when leaving for the outdoors. They help in putting them on themselves and proudly walk slowly to the garden. They are also taught to avoid bumping into each other when riding wheeled toys while playing outdoors, although this is not always successful due to the lack of space. Staff have high expectations of children within the pre-school, resulting in them learning to manage their own behaviour and having consideration for their friends. For example, older children helping the younger ones in building a tower of bricks. Children learn about right and wrong. Consequently, this leads to even the youngest children copying the actions of the older children when helping to tidy away the toys after play.

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

Staff have a strong understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Management follow effective procedures for appointing and vetting new staff and have a clear understanding about how to protect children should they have a concern. There are very clear written policies and procedures in place, which staff recently updated. Staff care for children in a secure environment and carry out daily visual checks, as well as written checklists, enabling them to minimise potential risks to children when indoors. Partnership with parents is strong. Parents report that staff are 'kind', 'willing to help and give advice' as well as 'really helped to settle my child when I was struggling'. Staff keep parents up-to-date about their children's progress and parents report how helpful the regular newsletters are in keeping them informed about forthcoming activities. Useful information is available via a parent notice board, including information about activities that are taking place locally. Staff establish positive links with the local school to aid transition. They also establish links with other settings in the area that children also attend, resulting in consistency of care and learning.

Staff work well as a team and share an ambition to help continuously improve outcomes for children. An effective method of self-evaluation takes into account the views of the children, staff and parents, and is used to help drive improvement and support children's safety and achievements. For example, plans are being made to erect a fence to restrict children's access to the car park when walking to the garden. Some recommendations made at the previous inspection have been successfully tackled, such as the system of evaluating performance and extending staffs understanding of their roles and responsibilities. Improvements have also been made to planning and the observations and assessments process. However, staff are still not extending the provision of outdoor play.

An effective and well-established system for performance management leads to staff furthering their knowledge and understanding about early years care and education and helps staff to improve their practice within the nursery.

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

Unique reference number	311295
Local authority	Kirklees
Inspection number	818896
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	42
Name of provider	Berry Brow Pre-School Playgroup Committee
Date of previous inspection	11/11/2009
Telephone number	07935 430100

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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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