

Bramble Brook Pre-School Playgroup

St. Johns Church, Devonshire Drive, Mickleover, Derby, Derbyshire, DE3 9HD

Inspection date	09/07/2013
Previous inspection date	21/10/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 form strong attachments and relationships with the staff because of the good settling-in process at the pre-school. As a result, they settle quickly into the routine and become keen learners.
- Children are happy, motivated and eager to learn. They make good progress with their learning in all areas.
- The manager and her team monitors the pre-school effectively and the committee supports the staffing team's professional development, which in turn, benefits all children.
- Staff have effective partnerships with parents and others, which makes a significant contribution to children's individual care, learning and development.

It is not yet outstanding because

- Staff do not always actively promote the use of technology during children's play, to help children to learn how to operate equipment efficiently.
- Children do not always have the opportunity to explore and talk about the effect of physical exercise on their bodies after their active play.

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 held discussions with the two deputy managers, and spoke to the staff, children, and parents.
- The inspector observed children in their play, focused activities, outside and snack time.
- The inspector held a joint observation with the deputy manager.
- The inspector looked at children's assessment records, learning journal records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the pre-school documentation, and policies and procedures.

Inspector

Janice Hughes

Full Report

Information about the setting

Bramble Brook Pre-School Playgroup opened in 2004 and is on the Early Years Register. It operates from St Johns Church Hall in Mickleover, in Derby. It is committee run and serves the local area. The pre-school is open during school term time from 9am to 12 noon and 12 to 3pm session on Monday and Tuesdays. On a Wednesday and Friday 9am to 12 noon and a lunch from 12 noon to 1pm. The opening time is extended until 1pm for a lunch club for those parents who wish their child to attend. All children share access to an outdoor play area.

Children attend for a variety of sessions. There are currently 43 children on roll, all of whom are within the early years age range. The pre-school provides funded early education for two-, three- and four-year-old children.

The pre-school employs seven members of childcare staff, who work full or part time with the children. All staff hold appropriate early years qualifications at level 3. The pre-school receives support from Derby City Early Years Development and Childcare Partnership.

What the setting needs to do to improve further

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

- enhance the use of technology to help children to learn how to operate equipment efficiently, such as using a camera, putting on a compact disc player or using a remote control toy

- plan greater opportunities for children to talk about how their bodies feel, particularly after exercise to enhance their knowledge of healthy lifestyles.

Inspection judgements

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

Children enter the pre-school with excitement into this welcoming learning environment. Staff have a secure knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They understand that children learn best through play and provide a stimulating environment to encourage their play. They obtain information from the parents about their child's likes, preferences and capabilities. They use this information effectively along with their initial observations to form their 'starting points'. As a result, staff can plan activities that are of interest to the

children and they settle quickly into pre-school life. Staff continue to teach, observe and assess the children while they play. They use the information gathered to identify children's learning intentions and inform planning. Their assessment and tracking documentation is robust enough to enable staff to successfully complete the progress check at age two and identify any gaps in children's learning. This enables staff to be able to identify when early intervention is needed so that children receive the appropriate support to meet their learning needs.

Children are active learners, they are thoroughly enjoying their play and they are motivated and fully engaged in their learning. Teaching is effective and staff interact in children's play well. They join in and pay attention to the children's needs and learning, providing a balance of adult-led and child-initiated activities to enhance their learning. As a result, staff provide challenging activities to meet children's needs and children make good progress.

Physical development is good. Children have a wide selection of tools and opportunities to help develop their handling skills. They enjoy using small construction toys, threading, and playing with the play dough. Here, they carefully place one bead after another on the thread, roll and cut the play dough while making long and short 'snakes'. They use scissors skilfully and are beginning to hold pencils correctly, to help with their early writing skills. Children use the indoors and outside areas to develop their movement skills. Here, they ride sit-and-ride toys, climb and balance through tyres and enjoy movement and dance sessions. Staff take the children to the park to help develop these skills further. Photographic evidence shows children using large equipment. This also helps them to take risks for themselves.

Children love being outside and investigating and exploring the nature world. They hunt for bugs, grow flowers and dig for worms. These opportunities help children to question the world around them and look closely at changes that occur in their environment. For example, children ask 'Why does the water keep going away?' and this leads onto a purposeful conversation about the sun being very hot. Children continue to investigate the water and make puddles, jumping in and out of them with enjoyment. Staff use this opportunity and encourage the children to count how many times they can jump in the puddles. This provides children with opportunities to use counting in their play. Staff support and promote early mathematical skills well. They use mathematical language throughout the day, such as building 'bigger' towers and making 'long straight' lines of cars. They plan effective activities, such as, baking and measuring the length of the plants they have grown. These activities help children to learn about numbers, shape, space and measurement effectively. Information communication and technology is promoted appropriately. Staff do not always actively promote the use of technology during children's play, to help children to learn how to operate equipment efficiently.

Staff foster children's communication and language skills well. They hold purposeful conversations, ask open-ended questions and give children time to answer. They listen to what children have to say and introduce new words to increase their vocabulary. For example, children play 'alphabet bingo' and answer questions about 'ice'. They discuss how it feels and that they like ice lollies and ice cream. Staff introduce the word 'igloo' and children have fun trying to pronounce it correctly. Children have an enjoyment of books,

they sit in the book area and independently look at the pictures in the books. They clearly demonstrate that print carries meaning as they put their fingers on the words and try to read the story to the dolls. Staff embrace this enjoyment and read stories effectively using props and puppets to help younger children concentrate. Children listen attentively and participate in the story. They predict the end of sentences and stories effectively showing they clearly understand the story. Overall, children are gaining the necessary skills they need for the next steps in their learning.

Parents are involved in their children's learning from the start. They are invited to look at the children's detailed 'learning journal' records, which contain observations, photographs and children's work. Staff talk to parents at drop off and pick up times and discuss children's achievements. Parents have opportunities to discuss the progress of their children in more depth on consultation days. This means, both parents and staff are fully meeting the needs of children's learning effectively.

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

Staff welcome children warmly on arrival. Children are well settled and secure and they enjoy trusting relationships with staff. Children separate from their parents confidently and settle quickly with sensitive support from staff. This results in the happy atmosphere that is clearly evident at the pre-school and means that children's emotional well-being is well fostered. The effective key person system contributes towards children's feelings of security and well-being. Children seek out staff for support, reassurance or just to share in their play. Families are encouraged to attend the pre-school before children start to ease their transition from home to pre-school. Effective processes are also in place to help the children prepare for their transition to school. Children's transition to school is sensitively organised to provide the children with smooth moves into full time education. Staff liaise with teachers from the feeder schools and pass on relevant information about children's characteristics and achievements to aid continuity of care and learning. Staff recognise the value of meeting up with staff from other early years settings that children attend and the importance of assisting children's transitions to school.

Children play in a calm, relaxed environment. They show good care and consideration for one another. They confidently settle quickly to their chosen activity, chatting happily to their friends. Children's good behaviour is promoted through the reinforcement of clear rules and boundaries and through staff offering regular praise and encouragement. This promotes children's self-confidence and self-esteem. Children's independence is promoted as they freely access their own play materials and learn important self-help skills. For example, children wash and dry their hands independently for snack. They then choose their own cups and plate, pour their own drink and serve themselves their food. Snack is promoted as and when children like to break from their learning and provide delightful socialising times because children talk about what they have been doing throughout the day and their home lives.

Healthy lifestyles are appropriately promoted as the pre-school provides a healthy snack freshly prepared on the premises, such as apples, strawberries and bananas. Children eat heartily and make comments about getting big and strong. This shows children

understanding that food directly affects their bodies. They develop a good understanding of a healthy lifestyle as staff provide them with daily opportunities for fresh air and exercise. Older children are beginning to notice the effect of physical activity on their bodies, but do not always have the opportunity to explore this in more detail. This means there are fewer opportunities for children to talk about how their bodies feel after exercise. Children follow good hygiene routines by washing their hands at regular intervals throughout the day. Younger children become increasingly aware of their own toileting needs, receiving prompt support from adults to assist in their next stage of development. The staff take great care to accommodate individual dietary needs and to ensure children only receive the correct foods.

Children are learning about keeping themselves safe. Staff provide activities to help children learn about safety, such as role play equipment. For example, they learn that they should not touch the cooker or kettle at home because it will burn them. They participate in the fire drill, which helps them to be aware of keeping themselves safe in an emergency. Staff also provide activities to help children to learn about the dangers of playing with matches and how to use the zebra crossing to safely cross roads. Children develop an appropriate understanding of safety through daily routines. For example, they know the pre-school rules and are encouraged to tidy after themselves.

The learning environment is stimulating and the resources are of a high quality. They are appropriate for the ages and development of the children and cover all areas of learning. These are easily accessible and help children to gain independence as they choose with what and where they play. Children are accommodated in a clean, comfortable environment that is secure and well maintained. Staff put a lot of effort into the presentation of their room, resulting in interesting, attractive and child-friendly surroundings. Displays of children's work and photographic evidence of their achievements provide the children with a sense of belonging, which helps to build upon children's self-esteem.

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

Children are safeguarded through effective management and relevant policies and procedures. Arrangements for safeguarding children within the pre-school is good. Management knows how to protect the children in their care. All staff have a strong knowledge and sound understanding of safeguarding issues and the procedures to follow. For example, they are aware of their local procedures for child protection and know who to call should they be concerned. Recruitment and vetting procedures ensure that adults working with the children are suitable to do so. They include a thorough induction process and a probationary period. This ensures that all staff working with the children are competent to fulfil their roles. Management provides a pre-school that is safe, they carry out risk assessments in all areas and minimise risks to children. They ensure that the environment is safe, secure and well maintained, promoting children's safety at all times. All the required documentation is organised to ensure that the pre-school delivers quality care and education for the children and their families.

The manager successfully monitors the planning and delivery of the educational programmes by tracking children's progress, meeting with staff and by conducting practice observations. This helps to improve the quality of the learning for all children. As a result, children are developing and progressing well in all seven areas of learning. The manager and committee conduct effective supervisions and detailed appraisals, to monitor the staff's performance. These help staff to improve practice and to increase confidence, which in turn helps to provide a better quality of care for the children. Staff are motivated and keen to develop the pre-school. Management have identified training for all staff, to ensure the training also meets the needs of the children and improves their learning and care.

The manager is an effective leader. She and her team have worked extremely hard since the last inspection and successfully implemented all of the recommendations for improvement, demonstrating a good capacity to drive improvement. The manager and staff are dedicated and enthusiastic and have a positive attitude to improving the quality of care and education they provide for the children. Ongoing self-evaluation and critical reflection, which takes account of the views of staff, parents, committee and children, form part of this process. This leads to a clear awareness of the strengths of the pre-school and the identification of areas for improvement. For example, due to the outside area being newly implemented, the pre-school's main area of improvement is developing the area to provide more opportunities and activities outside.

The pre-school has very strong partnerships with parents, which effectively promotes children's welfare and learning. Parents speak highly of the staff and express their satisfaction with the service provided. They comment positively about the pre-school especially the friendliness and commitment of the staff. Newsletters, notice board and verbal exchanges make sure parents are kept up to date with the events at the pre-school. Policies and procedures are readily available. Secure partnerships are in place with other agencies and the other settings the children attend to ensure continuity of children's care and learning.

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	EY282068
Local authority	Derby, City of
Inspection number	877709
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	43
Name of provider	Bramble Brook Pre-School Playgroup Committee
Date of previous inspection	21/10/2008
Telephone number	07759 704170

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

