

Bretton Community Pre-School

Bretton Childrens Centre, Watergall Primary School, Watergall, Bretton, PETERBOROUGH, Cambridgeshire, PE3 8NX

Inspection date	18/07/2013
Previous inspection date	01/07/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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 make excellent progress towards the early learning goals taking into account their starting points and capabilities because staff understand and support their individual needs effectively.
- Children are very well-motivated and totally engaged in their play as they move between the imaginatively presented activities.
- Children feel safe and secure in the warm and welcoming environment. The highly effective key person system enables them to form secure attachments while the opportunity to choose where they play ensures that their learning styles are supported.
- Very effective partnership working with parents and other professionals ensures that there is a united approach to meeting individual needs and helping children to develop relevant skills for the future.
- The outdoor areas are a rich learning resource where children enjoy a wealth of opportunities to develop physically and emotionally and also engage in activities which support all areas of learning.
- Very effective monitoring and tracking systems make sure that targets for future development are identified and that continuous improvements are made. This ensures that the pre-school continues to provide high quality care and education for all children.

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 spoke with children, parents and staff throughout the inspection.
- The inspector observed children involved in planned and free-choice activities and discussed these with the manager and other staff.
- The inspector held discussions with relevant staff and carried out a joint observation at agreed times during the inspection.
- The inspector looked at children's assessment records and planning, tracking and monitoring documents.
- The inspector looked at accident records, risk assessments and a selection of other records and documentation including notification evidence relating to the safe and efficient management of the pre-school.

Inspector

Anne Archer

Full Report

Information about the setting

Bretton Community Pre-school was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from dedicated rooms within Bretton Children's Centre which is situated in the grounds of Watergall Primary School in Peterborough. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs 13 members of staff. Of these, six hold appropriate early years qualifications at level 3, including one with Early Years Professional Status. In addition, three members of childcare staff hold appropriate early years qualifications at level 2 and two staff are working towards a qualification. An administrator supports the childcare staff.

The pre-school is open Monday to Friday during school term times. Sessions are from 8.45am until 3pm. Children attend for a variety of sessions. There are currently 80 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- consider ways to further support the development of speaking for those children for whom English is an additional language.

Inspection judgements

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

Children attending this pre-school have every opportunity to meet their full potential, taking into account their starting points and capabilities. The manager, deputy and their staff team understand fully how to best implement the Statutory Framework for the Early Years Foundation Stage to recognise the uniqueness of each child. Children's development and learning is exceptionally well-supported including those children with English as an additional language and those children with special educational needs and/or disabilities. Children are provided with the skills which will support them in their future learning. Children spend part of the day involved in activities with their small cluster groups supported by their key person. Observations are carried out on children as they play

throughout the session so that staff are accurately able to identify new interests and potential next steps. This enables them to plan challenging and innovative experiences for the children. Regularly assessments of children's progress efficiently and effectively support their future learning needs. Excellent teaching techniques are on display throughout the pre-school enabling children to be active learners. For example, children playing at the water activity spend long periods of time discussing how to organise the guttering and hoses so that the water flows in the way they want it to. Children are highly motivated and fully engage in the well-balanced adult-led and child-initiated activities. They are able to instigate their own learning in whichever room they choose or in the outdoor areas if they prefer. Parents and carers comment that they are 'very pleased' and 'extremely happy' with their children's progress.

Staff are highly skilled in extending children's play. They engage them in conversation while they play to encourage critical thinking and to develop language. For example, children writing letters are reminded they will need a stamp before they ride off to the post office to post the letter to mummy. They return to make a mark on the envelope before continuing their journey. Children with English as an additional language are very well-supported because staff have access to key words and phrases and also use visual aids to help children express their needs until their English develops. Staff understand very well how children learn through play by following their own interests and by relying on past experiences. This is demonstrated exceptionally well throughout the pre-school with the provision of designated areas both inside and outdoors. For example, children playing with the dolls feed and dress them and then strap them in the buggy ready to go to the shops.

The outdoor play areas are an extremely valuable resource which staff have put much time and effort into. They are accessible from each room and are available to the children throughout the session. Children are excited to be outside and when the doors are open there are very few children who prefer to play inside. Staff fully embrace the importance of outdoor play and create a rich learning environment that promotes all areas of learning extremely well. The busy, yet calm atmosphere within the pre-school and the highly effective partnerships staff establish with parents and carers, ensure that children settle quickly. Children with special educational needs and/or disabilities are cared for and supported very well. Staff work closely with parents to ensure that individual educational programmes are efficiently met and that parents are reassured. Professionals from other agencies who support individual children and families are made welcome when they come to observe children and offer advice to the staff. Parents are very involved in their children's learning. Staff provide a range of opportunities for them to support their children's learning, such as, stay and play sessions and display boards that they can add family photographs and snippets of information to which provide the child's key person with information which they can use to support the child's development.

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

The extremely strong key person system contributes exceptionally well to children's feelings of well-being and security as there is always a dedicated person to attend to their needs. Children, including those with special educational needs and/or disabilities are extremely well-settled and enjoy trusting relationships with staff. All staff and children are familiar to each other because of the openness of the pre-school setting which ensures that children's emotional well-being is very well-fostered. Each key person shares information with parents on a daily basis ensuring that changing needs are quickly met. There are also formal meetings between parents and staff where children's development and progress are discussed and decisions made about additional support or moves to other settings or school, for example.

Children enjoy nutritious, healthy snacks which are freshly prepared. Account is taken of children's dietary needs and parental preferences. Children develop independence skills as they spoon out the cereal into a small bowl and pour on the milk and help to prepare the fruit. Parents provide the lunchtime food which staff support children with. They sit and have their own lunch with the children so that children learn by their good role-modelling how to open packets and cartons and about table manners. There is lots of chatter during lunch as adults and children talk about their morning activities and anticipate what they might do in the afternoon. Children behave very well. They learn what is expected of them in this nurturing environment and on the rare occasions their enthusiasm overcomes their sense of fair play, staff quietly intervene to remind them about sharing or being kind.

Children are able to develop ball skills and learn how to climb safely when they play in the garden. Staff teach children how to operate the pedals on the trike so they can get to the post office more quickly. They supervise the jumping on the trampoline and children know that only one child can use it at a time. At other times, children join in action rhymes and songs and enthusiastically row the boat with their partners. Excellent arrangements exist between the pre-school and the main feeder school which is on the same site. Children who are shortly to move up to 'big school' enjoy many visits to their new classrooms and play areas so they can familiarise themselves with the environment and get to know their new teacher. For example, children take their teddy bear to share a picnic lunch with the current reception children.

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

The pre-school meets all the requirements of the Statutory Framework for the Early Years Foundation Stage extremely well. It provides a very welcoming environment where all children are valued and respected. The manager, deputy and senior staff team are very effective role models and motivate the staff team so that they also want the best for the children who attend. The pre-school is very well-supported by the management committee enabling them to be a very effective setting. Self-evaluation and critical reflection, which takes account of the views of children, parents and other partners, form part of the development process. This ensures that everyone has a clear understanding of the strengths of the pre-school and has an opportunity to be involved in the identification of

areas for future development.

Staff work together very well and are very supportive of each other. Regular meetings, appraisals and management observations of staff practices ensure that any potential areas of concern are quickly identified and dealt with so that the pre-school continues to provide a high quality service. All required documentation and record keeping for the safe organisation and management of the pre-school, including accident records and follow up risk assessments and, confirmation of staff suitability checks are in place and highly effective in ensuring that suitable actions are taken when a child has an accident or an incident occurs.

Everyone working at the pre-school understands the importance of safeguarding and child protection. Rigorous recruitment and induction procedures ensure staff suitability. All staff know their role and responsibility relating to child protection. The manager and deputy are fully aware of their role to report any concerns in line with their local Safeguarding Children Board and to work with other agencies to support families in need. Personal phones and cameras are kept in staff lockers during opening hours. Detailed risk assessments and routine safety checks of equipment and resources contribute significantly to children's safety.

Staff engage with parents and carers extremely well. Parents spoken to during the inspection commented on how much they value the pre-school. Staff, parents and other professionals work very well together to effectively support and promote children's development and learning. The comprehensive monitoring of children's progress in the prime areas of learning means that staff quickly identify where additional support is needed. Strong links with other agencies and other providers, such as on transfer to school, ensure that children's specific needs are assessed and that support is planned for.

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	256743
Local authority	Peterborough
Inspection number	915373
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	80
Name of provider	Bretton Community Pre School Committee
Date of previous inspection	01/07/2011
Telephone number	01733 332344

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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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