

Bearbrook Combined School

Bearbrook Cp School, Fowler Road, AYLESBURY, Buckinghamshire, HP19 7QP

Inspection date	19/09/2013
Previous inspection date	19/03/2012

The quality and standards of the early years provision	This inspection:	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

- Staff are skilled in helping children feel special and important. Children are encouraged to express their feelings, develop independence in their learning and befriend other children.
- Teaching and learning is strong. Staff are particularly skilled in helping children explore their interests within the learning environment and giving children first hand experiences.
- Children learn about healthy lifestyles. They build a broad understanding of self-care skills, eating healthily, exercise and importance of hand washing routines.

It is not yet outstanding because

- Due to new staff, systems to support learning and development and learning skills specific to this setting to support key children are still to be fully developed.
- There is room to develop communication and language skills for those children who are learning English as an additional language in both languages by sharing knowledge with parents to support rhyming and singing 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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector jointly observed the teaching practice of staff with the manager.
- The inspector observed children and staff interacting.
- The inspector held discussions with staff.
- The inspector sampled documentation including plans for improvement.
- The inspector spoke to parents.

Inspector

Carolyn Hasler

Full Report

Information about the setting

Bearbrook Pre-school registered in 2008 and was re-registered in 2011 by Bearbrook Combined School. It operates from the main room in the Children's Centre Aylesbury (Coldharbour). The centre is situated in the grounds of the school. The pre-school has access to the main room, kitchen and toilet facilities, and a fully enclosed outdoor play area. They also have access to other areas within the school, such as the library and woodland area. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. Currently there are 37 children on roll in the early years age range. The pre-school is open each weekday during term time only. Sessions are from 8.50am to 11.50am and 12.20pm to 3.20pm. Children attend for various sessions throughout the week. The pre-school is in receipt of funding to provide free nursery education for two-, three- and four-year-olds. The pre-school supports children with special educational needs and/or disabilities and children who learn English as an additional language. The pre-school employs 12 members of staff who work with the children, all of whom hold appropriate early years qualifications. One member of staff holds a teaching qualification.

What the setting needs to do to improve further

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

- continue to embed key people roles through coaching and mentoring new members of staff to support their skills in delivering the Early Years Foundation Stage
- further develop resources to support communication and language development for children who are learning English as an additional language, for example, by sharing parents' knowledge of rhyming and singing in home languages.

Inspection judgements

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

Many of the children are new to this pre-school, some having never experienced separation from parents before. This is their first full week of staying on their own. Despite this, they have settled into exploring their environment and engaging in play and learning successfully. Staff are very focused in helping children do this. They are welcoming, gently spoken and encourage children to investigate the interesting activities set out for them. They engage children, encouraging them to approach different activities. They talk to children about what they are doing. There are some good examples of open ended

questions and descriptive language to help children develop their vocabulary. Children are also able to move freely between different activities and to investigate the activities within the low storage units. This increases their independence and choice making skills. The interest children show is encouraged to develop. For example, they show particular interest in the building work next door. The pre-school has used this opportunity for children to explore construction vehicles, and materials including sand, bricks, wood, crates and tires. Rain prompts the interest of children in patterns on the playground. They are encouraged to explore what happens when paint and glitter is added to the wet surface. Children, extend this further by using paint brushes to make marks in the paint and glitter. The majority of staff are confident in their teaching skills, having a good understanding of how to promote learning. They allow children to develop activities as their interests change.

The recent restructuring of staff and the introduction of new technology to support their roles is not fully embedded. However, there is an initial focus on establishing starting points across the prime areas of learning for children. Appointed key people and parents work together, gathering information for these initial assessments. Throughout the previous school year, observations and assessments help to monitor children's development across all areas based on starting points. Children successfully make good progress while at this pre-school. Parents are valued and encouraged to be involved in learning through shared ideas and helpful suggestions. There are further plans to improve engagements with parents through workshops. These encourage parents to understand the importance of enjoying books together and focus on the use of resources to support language development. The pre-school effectively works with parents to keep them informed about children's development. They provide daily feedback and regular more formal sharing of information.

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

Changes to the key person systems are not fully embedded. However, the staff have successfully helped children to manage change and settle into the pre-school environment. Children are building secure relationships with their key person. The staff are sensitive and respond carefully to feelings, helping children to overcome their anxieties. More established children help new children by befriending, offering comfort or fetching an adult. Group activities help children to get to know each other, share achievements together and talk about happy and sad feelings. The team make sure every child receives attention and feels special. The strong focus on modelling kindness and friendships helps children to feel comfortable and begin to seek and establish their own social group. More established children model this as they play and laugh together and practise sharing and negotiation. Members of staff work hard to help all children, regardless of their home culture or needs, feel welcome. They work with parents to understand the needs of the children. Craft activities and special events help children to develop an awareness of other people and their communities. Resources are rich in positive images of people. Staff give some thought to developing resources further to include vocabulary development in home languages but this does not go far enough.

Children hear clear and consistent messages of how to keep safe while they play. The close supervision of staff, on hand to help when needed, gives children confidence. They learn about their own capabilities but also feel encouraged to try new and daring activities, such as balancing on the upside-down crates or stepping-stones. Staff give lots of attention to helping children to learn the skills they need to be independent. For example, children are encouraged to do up their own zips, with a reward for achieving this of their name on the smiley board for good work. There is a lot of conversation between staff and children at the snack table. They talk about the importance of hand washing before eating. The discussion moves on to identifying the fruit and vegetables they can choose from, including which fruit or vegetables have pips and which do not. There is counting of people and matching of places at the table. Staff talk to children about the fruit giving them energy to play. Children pour their own drinks and help to tidy up afterwards. The snack time routine successfully helps children to develop healthy lifestyles. They are learning through these lively experiences about simple mathematical problems and broadening their knowledge of the world around them.

Both inside and outside spaces are thoughtfully resourced to encourage children's emotional well-being and development in all the areas of learning. The experiences children receive are valuable to their learning and support all aspects of their pre-school life. They help them prepare for future changes, such as going to school.

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

The pre-school has a good understanding of the safeguarding and welfare and learning and development requirements. This inspection was brought forward following concerns raised to Ofsted about issues relating to safeguarding children, supervision and risk assessment. This followed an incident where a child was left alone and unsupervised in the pre-school. This is a breach of a requirement relating to child supervision of the Statutory Framework for the Early Years Foundation Stage. The inspection found that the pre-school has all correct policies and procedures in place. Disciplinary procedures have been followed for staff, training has been implemented and practice has been reviewed and strengthened to make sure staff are consistent in their understanding of requirements. Robust procedures have been implemented regarding head counts, particularly when children go on outings, to make certain that every child is accounted for, so they are safe. Staff know what to do if they are concerned about the welfare of a child in their care and appropriate recording systems are in place. The pre-school works appropriately in partnership with other safeguarding agencies and children's safety is maintained well as a result.

The leadership and management team have a clear overview of the curriculum and its delivery. Their observations and assessments of children in the past year are precise and accurate. These are tracked to show how each child has made progress over time. However, due to new staff and the children themselves settling in, some areas of monitoring and embedding practice to children's individual needs are in the early stages.

The leadership and management team are reflective in their self-evaluation. They have identified and actioned areas for improvement, some of which they are currently working towards. Parents and children's views are greatly valued. The pre-school works hard on their partnerships to make them successful and to give parents a voice. Issues raised previously have been successfully addressed. This has had a positive impact on children's experiences of information, communication and technology. The pre-school has strong relationships with the schools and local children's centre. They share facilities, resources, knowledge and skills. The manager is currently developing coaching and supervision to foster a culture of mutual support and encourage individual skills and strengths to emerge. Opportunities to develop professional qualifications are encouraged, as are workshops and training initiatives. This helps to support children's outcomes in the Early Years Foundation Stage.

The Childcare Register

The requirements for the compulsory 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	EY434451
Local authority	Buckinghamshire
Inspection number	931744
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	19
Name of provider	Bearbrook Combined School Governing Body
Date of previous inspection	19/03/2012
Telephone number	01296488331

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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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