

Brewery Pre-School

Brewery Arts Centre, Highgate, Kendal, Cumbria, LA9 4HE

Inspection date	05/12/2013
Previous inspection date	28/04/2010

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

- Practitioners ensure the environment is well resourced, effectively organised and enhanced to meet children's individual needs. As a result, children are happy, confident, stimulated and safe.
- The teaching of skills, such as communication and language and personal, social and emotional development is highly effective. Consequently, children make good progress.
- The manager is skilful and well organised. Strong links with parents and carers and outside agencies ensure the individual needs of children, including those with special educational needs and/or disabilities are well met.
- Children are effectively safeguarded. This is because all staff are trained in child protection procedures and demonstrate their understanding of how to keep children safe and secure.

It is not yet outstanding because

- Some adult-focused sessions move too quickly and are too detailed. As a result, there is a reduction in some children's learning because they do not always have time to consolidate their understanding of specific concepts.
- There is scope to enhance the skills of the staff team to help maintain the quality of the pre-school and strengthen the overall effectiveness of the team.

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 discussed aspects of policy and practice with the manager and practitioners.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
The inspector viewed a wide range of documentation. This included relevant policies and procedures, a sample of children's learning files, health and safety documents and the provider's self-evaluation form.
- The inspector toured the premises, observed and talked with children and their parents and carers, taking their views into account.

Inspector

Janice Caryl

Full report

Information about the setting

The Brewery Pre-School was registered in 1971 on the Early Years Register. It is situated in a playroom in the Brewery Arts Centre in Kendal, Cumbria and is managed by a voluntary committee. The pre-school serves the local area and is accessible to all children. It operates from one main playroom with associated facilities and an enclosed area available for outdoor play.

The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, including the manager with Early Years Professional Status. The pre-school is open each weekday from Monday to Friday, term time only. Sessions are from 9.30am to 12 noon with a lunch club from 12 noon to 1pm as required. Children attend for a variety of sessions. There are currently 16 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports 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:

- enhance children's learning further during some adult-focused activities. For example, by reducing the content and enabling more time for children to think and ask questions

- embed further monitoring of practitioners and analyse the longer term benefits of developing the staff team. For example, by introducing peer to peer observations and including feedback into supervision and appraisal meetings.

Inspection judgements

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

Teaching of children is rooted in a very good knowledge and understanding of the seven areas of learning. Consequently, activities and opportunities are broad, balanced and stimulating. Key persons work with parents and carers from the beginning, to gather information about children's development. Initial assessments completed by parents help practitioners make early assessments on children and plan accordingly. As a result, children make very good progress in relation to their starting points. Children's learning files are continuously updated with relevant observations and identification of their next steps. This means that key persons are aware at all times of how children are developing and targeted interventions are implemented when necessary. Practitioners complete

progress records, including the progress check at age two years, termly or at more applicable times. These are shared and discussed with parents and ensures that any gaps in children's learning are identified early. As a result, interventions to reduce any gaps in learning are sought and implemented in a timely fashion. Children with special educational needs and/or disabilities are supported well by skilled practitioners who understand their needs. Observations and plans illustrate specific, measurable targets that support children in making good progress, relative to their needs and abilities.

Practitioners support children's early reading skills as they encourage and assist children in recognising their name to self-register. Children enjoy finding their name and know the routine well. Practitioners plan and enhance the environment according to children's individual interests. As a result, children become happily engaged in their play. Children independently explore the role play area. They use their imagination as they collect tickets and create a theatre. Their language and communication skills develop as they talk and negotiate the rules of their play between themselves. Practitioners later enhance the activity further by suggesting different resources for children to use. Consequently, children's learning is heightened because their thought processes and involvement are broadened. Practitioners support children in painting their hands by giving them time to explore and be experiment independently. Expectations are high and children show their emerging skills and self-control as they use different coloured paints. They smile and express their delight at their achievements. Practitioners promote communication and language as children take part in 'registration time'. They sing the 'hello' song with practitioners who ensure all children are involved by including sign language. Children sit and listen well as they learn about the days of the week and count up to the date, developing their early mathematical skills. They discuss the weather and what happens when it rains, helping children gain an understanding of the world. However, practitioners include a lot of content and move through the aspects at a fast pace. Consequently, not all children are given time to secure firm foundations of some concepts. The outdoor environment fosters continuation of children's learning through play. Children take great delight in jumping and splashing in the puddles, developing their physical skills while they have fun. These skills are promoted further as they concentrate on catching and throwing a variety of balls to the adults. Practitioners teach children to independently put on and take off their outdoor weather clothing. Their growing independence and emerging skills in communication and language means that children are well prepared for school.

Parents and carers are very much involved in their children's learning. Key persons' work closely with them to ensure they are kept fully informed about how well their children are developing. Parents' evenings, held each term, means that parents have the opportunity to discuss and view their children's files more formally. Regular newsletters help to inform them of future events. Daily diaries ensure effective communication is shared between home and the setting. Practitioners promote reading and early literacy development at home through sharing of books. Practitioners value the contribution parents and carers can bring to the pre-school. For example, they are invited to share their hobbies and interests and demonstrate their skills.

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

Children enter the pre-school excited and ready to learn. They are greeted warmly by practitioners who immediately respond to their needs. Practitioners foster emotional well-being through strong and secure attachments. This is because key persons know the children and their families well. They take time to share relevant information, such as the activities the children have taken part in and how well they managed them. Key persons' work with their children to ensure their care and educational needs are well met. Consequently, children develop trusting relationships and show confidence in seeking guidance and support. Practitioners support children in developing their independence as they gain confidence in their own abilities. For example, children take responsibility for being a helper at snack time. They learn to respect their environment as they help to tidy up. Practitioners apply clear and consistent guidelines to children, so that instructions are understood. They are gentle and sensitive while being firm and fair. Consequently, all children, including the younger ones, learn to respond to instruction. In addition, they begin to understand the difference between right and wrong.

The environment is safe, secure and stimulating. Practitioners show how much they value and respect children. Colourful displays of children's work include their own comments. As a result, children gain a sense of self-respect and a strong sense of belonging. The environment is organised to promote children's independence. Children show confidence as they explore and seek out new learning opportunities, indoors and outdoors. They learn to manage risk as they discover how things work and alter, according to different circumstances. For example, practitioners explain that some areas are dangerously slippery due to the wet weather. This ensures that children remain safe while they learn about how hazards are minimised. The pre-school environment is kept safe by practitioners who are vigilant. They know the procedures to help keep children safe from harm and abuse, protecting children further. Children gain a good level of understanding about healthy foods, nutrition and hygiene. Practitioners encourage them to wash their hands and they help to wipe and set the table. Children are taught, as part of the snack routine, to spread the soft cheese onto their bread. They make their own sandwiches, which helps them acquire the physical and coordination skills and encourages them to eat. Menus on display show that snacks are healthy, nutritious and varied. As a result, children develop a sense of the healthier options in foods. Practitioners ensure that children get lots of opportunities for exercise. The indoor and outdoor environment has space for children to run, climb, jump and negotiate space. Children have fun on the climbing frame and have opportunities to ride bikes and scooters, regardless of the weather conditions. As a result, they benefit from getting lots of exercise and fresh air on a daily basis.

Children are supported well when they first attend the pre-school. Their attendance is gradual to ensure they are emotionally ready to be separated from their parents for short intervals. As a result, they settle well with their key persons and in an environment that is warm, friendly and inviting. The key persons subsequently ensure that children are emotionally prepared for their moves onto other settings and into school. They communicate effectively with parents and carers to explain how children are supported. Practitioners share books, stories and utilise 'BB bear' who sometimes accompanies children home and shares their experiences. This helps children to express and manage their feelings in a safe and manageable way. A daily diary is shared between the settings and helps to ensure that all the care and learning needs are met and remain consistent.

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

The pre-school is managed by a skilled and efficient manager who is well qualified. She is conscientious and has a high level of understanding of her responsibilities within the Statutory framework for the Early Years Foundation Stage. Children are safeguarded because all practitioners are trained in child protection procedures. They describe and explain the actions to take should they have concerns about any children in their care. Recruitment is robust and all managers and practitioners are vetted by the Disclosure and Barring Service checks. This helps to keep children safe from harm or abuse. The manager demonstrates her commitment to keeping children safe further, through attendance at relevant training on recruitment. Induction procedures have been re-developed and ensure that newly appointed practitioners and students are effectively trained to understand the operational management of the pre-school. Consequently, children benefit and stay safe because high standards are maintained. Regular supervisions and appraisals means that practitioners are supported well in developing their skills. Individual responsibilities are delegated to practitioners, helping them to feel valued and respected. However, there is scope to develop and enhance their responsibilities further to secure a stronger and even more cohesive team.

The manager and practitioners value continuous professional development. They are enthusiastic about any training they have attended. For example, children with special educational needs and/or disabilities are provided with more purposeful and developmentally appropriate activities. This is because training attended by practitioners is relevant and suits the role of responsibility. The managers and leaders encourage and support practitioners to develop their skills and increase their qualifications. Consequently, children's experiences are enhanced further because practitioners are well qualified and up to date with current initiatives. They all work closely together to ensure the programme of activities and the environment meet the needs of all children. The impact of teaching on children's learning is closely monitored by the manager. She works with practitioners to ensure that children's progress records are accurate and precise. As a result, constant and consistent monitoring of the planning and assessments means that any gaps in children's learning are easily identified. Children's needs and interests are continuously evaluated and adapted to ensure they remain interested and motivated. As a result, they continue to make good progress.

The manager's commitment to improving the provision is outstanding. She reviews existing policies, practice and documentation constantly. She consults with the practitioners, children, parents, carers and other managers before making adaptations. As a result, everyone has a sense of ownership and a better understanding of policy and practice. The partnership with external agencies, such as the local authority advisors and other professionals is excellent. Children and families are effectively supported because of these links. Parents and carers are very complimentary about the service they receive through the pre-school. They comment on the pre-school's child friendly approach, the high ratios and brilliant staff. They are confident that their children are safe and secure and how well they develop.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	317482
Local authority	Cumbria
Inspection number	872022
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	16
Name of provider	Brewery Pre-School Committee
Date of previous inspection	28/04/2010
Telephone number	01539 561549

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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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