

# Issy Brunel's Pre-School

Brunel Primary and Nursery Academy, Callington Road, Saltash, PL12 6DX

## Inspection date

Previous inspection date

03/03/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 provide a warm welcome in this well-organised pre-school, so children are happy and enjoy attending.
- Children are very cooperative because staff are calm and friendly and demonstrate a positive approach in managing behaviour.
- Staff prepare children well to move on to the next stage in learning, for example, to the school nursery.
- Staff benefit from good support in their professional development to develop their knowledge and skills for the benefit of the children.

### It is not yet outstanding because

- Although staff display information about activities to encourage parents to extend children's learning at home, there are limited resources available for parents to borrow.
- Staff do not gather sufficient information from parents, about children's existing skills when children first start, to be able to determine children's starting points in their learning effectively.

## 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 observed children in their indoor and outdoor play activities.
- The inspector had discussions with managers, staff and parents.
- The inspector read a sample of children's development records.
- The inspector read the self-evaluation form.

**Inspector**  
Julie Wright

## Full report

### Information about the setting

Issy Brunel's Pre-school re-registered in 2013, following a change in management structure and re-organisation of premises, and is managed by the Governors of Brunel Primary and Nursery Academy. The pre-school has use of a room adjoining the purpose built nursery unit, within the grounds of the school. There is an enclosed area for outside play, and the pre-school has use of the school facilities. The pre-school is registered on the Early Years Register and receives funding to provide free nursery education places for children aged two and three years. The pre-school accepts children between the ages of two to three years. There are currently 22 children on roll. The pre-school works closely with the nursery unit. It opens from 9am to 3.30pm in term time only. There are four members of staff who work in the pre-school, of whom, two have a recognised qualification at level three, one has a level two qualification and one is working towards a qualification. The staff are managed by qualified teachers.

### What the setting needs to do to improve further

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

- develop the range of resources available for parents to borrow to use at home, for example, story sacks, to support children's communication and language development in particular.
- gather additional information from parents when children first start to be more precise in identifying children's specific stages in learning and development.

### Inspection judgements

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

Children arrive happily and are keen to play. They know where to put their coats and begin to explore immediately. Staff plan and provide age-appropriate activities to engage children's interest. For example, children discover toy sea creatures in the water tray and hold them up with curiosity. Children pretend to make the fish swim and have fun as they splash around. Children play in the sand tray, sprinkling dry grains of sand over their arms and filling containers. Staff sit with children to support and extend learning. They ask questions that encourage children to think about what they are doing and to work things out. Children listen and respond with enthusiasm because they are eager to interact. The daily routines include a good balance of free-play and adult-led activities. For instance, children choose what they would like to do during the first hour and then gather quickly for group time. They enjoy singing, action rhymes and stories, where they show good levels of concentration. Staff use effective strategies to encourage children to listen, look

and learn. As an example, staff wear a novelty head band and use a popular soft toy to attract the children's attention during circle time. This encourages the children to participate and concentrate, which are useful skills for future learning. Children stand at the painting easel and use brushes to create a picture, then they decide to paint their fingers to make a handprint. Staff provide a variety of creative play materials for children to explore using their senses. These include foam, dough and a mix of cornflour and water.

Staff undertake home visits to find out about the children before they start. Staff ask parents to complete 'All about me' information. This contributes to an initial assessment of children's personal, social, emotional and physical development. However, it is less specific about communication and language skills. This means staff do not have sufficient information to determine children's starting points in all areas of learning so that they can plan suitable activities from the outset. Introductory visits to pre-school help children to settle well. Staff make regular observations of children's activities to monitor and assess their progress and to complete the required progress check for children aged two years. Parents provide examples of children's achievements at home with the use of 'wow' cards, making a positive contribution to the records of development. Staff have regular discussions with parents about children's welfare and progress. Staff display details about special events and children's activities, which includes some play ideas for parents to use with their children at home. However, staff do not encourage parents further to extend their children's learning at home. For example, there are no resources, such as story sacks, for parents to borrow to use at home to extend children's language skills. Staff develop effective partnerships with outside agencies to provide good support to children in their learning and development, for example, they work closely with health workers such as speech and language therapists.

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

The pre-school is staffed well so that children benefit from effective support and close attention. Consequently, children develop secure relationships with key staff and begin to make friends. Staff work well together with the nursery school unit, which promotes continuity of care. Staff enable children to become familiar with other areas, for example, pre-school children have lunch in the nursery classroom and play in the nursery garden. This helps children to feel confident and secure as they prepare to move from one stage to another. Some children attend both the pre-school and nursery sessions. There is a consistent staff team and approach in managing behaviour, so children cope well with the changes.

Pre-school children respond promptly to staff and understand instructions. They recognise routine signals, such as when staff put their hands in the air. This prompts children to stop what they are doing, count 'five, four, three, two, one' and listen carefully to what they are being asked to do. This results in children being cooperative and considerate. Staff teach children safe boundaries and positive attitudes. For example, children learn to be kind to others and to say 'sorry' or give a hug after an accident. This means that children begin to understand the consequences of their behaviour. Staff praise children frequently

and reward their achievements to promote their self-esteem. For instance, staff say 'well done' for good listening and behaviour and children show pleasure as they receive a shiny star for successful toilet training.

Staff have a good awareness of children's individual needs, including their dietary requirements. They provide fresh fruit snacks and accessible drinks, to promote children's health. Children have plenty of fresh air and exercise during the outdoor play opportunities at each session. Children take part in physical activities, using balls, hoops and balancing equipment, to develop coordination skills. Children learn when and where it is safe to be active. For example, when children see the trampoline for the sponsored jump they become excited and want to jump immediately, so staff ask them gently to 'save their energy'. Children then take turns to bounce up and down at the appropriate time, while counting with enthusiasm. Children move around the play areas with confidence and competence. They show interest in the activities and use the resources in a constructive manner. For example, children build towers with bricks and complete jigsaws. They pretend to be doctors in the role-play area, making 'patient notes' or examining ears to see if they are 'all better', encouraging children's imaginative play and literacy development. Staff teach children to 'have a try' before asking for help if they need it. For instance, children persevere as they learn to put their coat hood on their heads first and then 'find their arms' as they dress themselves to play outside. This promotes children's independence skills and begins to prepare them for the nursery and school environment.

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

Staff provide a safe, secure and stimulating environment for children. They organise the play areas and resources to create a variety of learning opportunities. Effective planning ensures that staff promote each area of learning and development and that they take account of children's interests. Staff have a good understanding of the needs of the children in their care and meet these well. They implement the policies and procedures fully to promote children's health, safety and well-being. Staff have a secure knowledge of the Local Safeguarding Children Board procedures, which are in place to protect children's welfare, and they know the action to take if they have concerns about a child. Staff provide good support to children and supervise them closely at all times, to help keep the children safe. Clear procedures are in place to protect children from harm. For example, staff monitor parents and visitors carefully while they are in the pre-school. Robust vetting and recruitment procedures mean that suitable persons care for the children, and staff's ongoing suitability is assessed through effective induction, appraisal and supervision procedures. There is a consistent staff team, which promotes continuity of care for the children.

Staff reflect on the effectiveness of their practice and contribute to the self-evaluation process. They have regular meetings to discuss pre-school matters and children's progress. Questionnaires enable parents to give their views on the pre-school provision. At inspection parents provided positive feedback about the staff and the play activities available. Parents say that their children really enjoy going to pre-school and that they

make good progress. Staff attend a variety of training courses so that they continue to update their childcare knowledge and relevant certificates including food safety, first aid, safeguarding, e-safety, deaf awareness and autism. Consequently, staff have the skills and awareness to provide good care for the children. Staff describe the positive benefits of younger children being cared for within the early years unit, for example, access to a wider range of resources. Staff have clear plans for ongoing improvement, for example, to develop the outdoor play area further.

## 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

<b>Unique reference number</b>	EY466882
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	932459
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	12
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Brunel Primary and Nursery Academy
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01752 848900

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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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