

# Brighstone Pre-School

BRIGHSTONE C OF E PRIMARY SCHOOL, New Road, Newport, PO30 4BB

## Inspection date

Previous inspection date

04/04/2014

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 support children with special educational needs and/or disabilities effectively and strong interagency partnerships ensure they meet children's individual needs successfully.
- Good quality staff interaction and effective teaching techniques ensure all children continue to make good progress in relation to their starting points on entry.
- Robust staff supervision and professional development effectively drives improvement.
- All children benefit from the strong partnerships between the pre-school staff and their parents, ensuring staff know children well.

### It is not yet outstanding because

- Systems of gathering information from parents on children's learning and development starting points are not fully developed.
- Not all focused activities have clear learning intentions, meaning that occasionally, staff miss some learning opportunities.

## 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 activities inside and outside.
- The inspector spent time talking with the pre-school manager, administrative manager, parents, staff and children.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, policies and procedures.

## Inspector

Lisa Cupples

## Full report

### Information about the setting

Brighstone Pre-school registered in 2013. The pre-school is situated in the grounds of Brighstone Primary school, in Brighstone on the Isle of Wight. The pre-school has sole use of a classroom with toilet and kitchen facilities. Children have immediate access via a ramp to the pre-school outside play area. Staff and children also use the purpose designed school outdoor play area. There is close contact with the primary school and children have organised activities at times within the school building.

The pre-school is registered on the Early Years Register and receives funding for the provision of free early years education for children aged two, three and four years. There are currently 27 children in the early years age group on roll. Children attend during school term times only, from 8am until 3pm from Monday to Friday.

There are five staff, including the manager. All staff have relevant childcare and early years qualifications.

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

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

- improve the planning for focused activities to ensure the learning intentions link clearly to children's next steps
  
- improve further the information gathered from parents about children learning and development on entry.

## Inspection judgements

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

Staff have a good understanding of the Statutory framework for the Early Years Foundation Stage and its requirements. They implement the educational programmes successfully to promote the children's learning in all areas. Consequently, children are making good progress in their learning and development. Staff spend time observing what the children can do and record the information clearly in the children's individual learning folders. Staff effectively use the information alongside the children's interests and different learning styles to identify and plan for the children's next learning steps. However, sometimes the planned learning intentions for focused activities do not always link to the children's next steps. This leads to a few missed learning opportunities during these activities. The children's key people gather a wealth of information about the children's individual welfare needs before the children attend. However, the information obtained

about children starting points in relation to their learning and development is less comprehensive. This means staff need to spend the first few weeks identifying the children's needs before they can plan individual learning opportunities.

Staff plan a range of adult-led activities alongside the continuous provision which means children enjoy a good selection of learning opportunities throughout the day. They work in small and large groups and benefit from one-to-one activities with staff. This promotes the children's social skills effectively, building their confidence and self-esteem successfully. Consequently, children are confident in all situations and openly share their ideas and thoughts. Staff ensure the learning environment is rich with text and numerals both inside and outside. As a result, children count at every opportunity and recognise numerals during activities, such as counting the number of cups needed at snack time and recognising the number to match how old they are in a book. They make marks for a variety of purposes as they practise their early writing skills in different situations.

All staff demonstrate good quality teaching skills and they sit with the children at their level, engaging them in purposeful conversation. Children recall past events and share personal experiences, such as talking about what they did at the weekend. Staff are interested in what the children say and respond well, extending their vocabulary at every opportunity. Staff also encourage children to complete tasks they have started. As a result, children maintain their focus on activities for an extended time, which develops their concentration skills in preparation for future learning. Staff effectively support children to solve problems independently by encouraging them to think about different ways to achieve their own goals. For example, children work out how to complete intricate tracks for the train set.

Children are developing a good understanding of the world around them. They celebrate a range of international festivals and enjoy creating their own art work. This promotes the children's awareness of people who help them and further develops their interest in the local community. Children recall the fire brigade visiting the pre-school and talk with excitement about the fire engine. Children study life cycles through practical activities, such as planting and caring for flowers as they watch them grow. Staff organise the home corner well to attract the children's attention. As a result, this area is used frequently and children are able to express themselves freely as they act out personal experiences. For example, children dress up as princesses and bake strawberry cupcakes as they engage in role-play.

The pre-school staff have developed strong links with the local school to ensure the children's move to school goes smoothly. Children visit the school to become familiar with the school staff and the building. Staff effectively promote the children's readiness for school, developing their self-care and listening skills successfully. The pre-school team have good systems in place to assist the children's smooth move into school. As a result, children are gaining the skills and attitudes they need to be ready for school or their next stage of learning.

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

All children are happy and settled during their time at the pre-school. The staff team spend time getting to know the children extremely well. Consequently, children's individual welfare, learning and developmental needs are being met. Children chat openly with staff and visitors as they share their ideas. This demonstrates that children feel safe and secure and are relaxed in their pre-school environment. Staff gather a wealth of information from parents about their children's individual needs before they attend, as they are settling in and as an ongoing part of communication and building positive relationships. As a result, staff are meeting children's individual needs, including health, dietary and cultural requirements and preferences.

The pre-school staff provide a healthy snack, consisting of fresh fruit or vegetables and a form of carbohydrate. Parents can provide a healthy lunch for children or they can opt to purchase a school meal. Meal times are a social event and staff sit with the children. They chat with each other and staff about the types of food that are good for them, and use stories and books to introduce new food types. All children have access to the secure outside learning environment where they experience an extensive range of activities. Outside play covers all areas of the curriculum and children say they 'like building bridges and playing with the water'. Children have many opportunities to practise their physical skills, both inside and outside as they learn about the importance of regular exercise. The outdoor area is a reflection of the indoor quality of activities and is organised well to promote children's learning in a variety of different ways. In addition, children practise their climbing and balancing skills using the school adventure equipment.

All children learn about the importance of keeping themselves safe through daily discussions and routines. Children often remind others of the safety rules, such as not running inside the building and picking up toys and resources that have fallen on the floor. All children and staff practise regular fire drills. Some older children are able to describe exactly what happens during a drill, demonstrating a clear understanding of how to evacuate the building safely in an emergency. All children behave well because staff implement the clear rules and boundaries consistently. Staff recognise the children's efforts and achievements and take time to praise and encourage them. This builds the children's confidence effectively and helps them to develop a strong sense of right and wrong from an early age. Staff are all positive role models and consequently, children know what is expected of them and are polite and well mannered. Children are beginning to show consideration for each other during activities. For example, children move their chairs over so other children can join in.

Parents are actively encouraged to be involved in their children's learning as soon as they register their children at the pre-school. All parents have access to their children's records at any time and are able to make written contributions. Parents' evenings and written reports, including information about the children's next steps are provided regularly to enable parents to extend their children's learning at home. The parents spoken to during the inspection were extremely pleased with the progress their children are making at the pre-school.

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

The pre-school procedures for safeguarding are comprehensive and effective. All staff understand the safeguarding procedures and know how to implement them to promote the welfare of the children in their care. The manager displays the Local Safeguarding Children Board's contact details and procedures for staff, parents and visitors' information. Staff discuss all safeguarding policies with parents to ensure they are aware of the pre-school's child protection responsibilities. All parents have access to hard copy policies and there are copies of all policies on display for them to read at any time. All children benefit from a safe and secure play and learning environment because staff carry out full written risk assessments covering all areas the children come into contact with. As a result of recent risk assessments the manager has moved the fire drill muster point away from the school car park to improve children's safety. The manager implements robust and rigorous recruitment and vetting systems consistently to ensure all adults in the pre-school are suitable to work with children. Visitors are required to sign in and out of the premises and must show their identification on arrival.

The manager and staff implement self-evaluation procedures to identify priorities for further development to raise standards in the pre-school. As a result of the evaluation and a recent learning environment audit, changes have been put in place to improve the outcomes for children and drive improvement across the pre-school. For example, staff have improved the layout of the room by 'zoning' areas and resources making them all easily accessible to children. All staff are included in the evaluation process. The manager also seeks the views of parents and children when evaluating the setting. This means that the views of all users are being valued to further drive improvement.

Effective performance management systems ensure all staff, volunteers and apprentices are confident in their roles within the pre-school. The manager carries out continual monitoring of staff practice, identifies training needs and reviews all paperwork to ensure it is maintained to a good standard. The manager and the deputy monitor the quality of activities and experiences provided for the children. All staff complete regular training to ensure their personal skills and professional development continue to grow. As a result, staff are enthusiastic and keen to improve the outcomes for all children who attend. The manager has a clear vision for the pre-school and fully supports her staff team to improve their knowledge and skills.

The pre-school has excellent links with an extensive variety of external agencies to ensure staff meet all children's individual needs in the best possible way. Well-established and rigorous systems are in place to identify and support children with special educational needs and/or disabilities as soon as possible. The special needs coordinator is extremely knowledgeable and works very closely in partnership with the parents to address any concerns. She implements individual strategies, agreed with parents, to ensure a consistent approach both at home and in the pre-school for the children.

## 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>	EY470064
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	941205
<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>	21
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Niton Pre-school
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01983741461

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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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Piccadilly Gate  
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