

# Bright Start Pre-School

Brownes Hall, Brownes Lane, Carterton, OX18 3JH

<b>Inspection date</b>	26/06/2014
Previous inspection date	15/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 make children's safety their highest priority. They have a thorough understanding of their role in protecting and supporting the children in their care.
- Staff involve all parents in their children's learning through a good exchange of information, which encourages parents to share children's achievements at home.
- Staff organise resources well so that children can initiate their own learning and practise new skills.
- Children make good progress in relation to their starting points and capabilities as staff provide varied experiences for them that are based on their needs and interests.
- The programme for physical development is particularly strong as children have many activities inside and outdoors to explore ways of moving as they learn to support each other through team games.

### It is not yet outstanding because

- Children's thinking skills are not always fully developed during group activities as sometimes the groups are too large for 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.

## Inspection activities

- The inspector held discussions with the playgroup manager, staff and children.
- The inspector observed a range of activities in the areas children use.
- The inspector spoke to and took account of the views of parents and carers.
- The inspector completed a joint observation with the manager.
- The inspector reviewed paperwork which included children's records and samples of their work, samples of policy's and risk assessments.

## Inspector

Victoria Weir

## Full report

### Information about the setting

Bright Start Pre-School registered in 1974 and is run by a management committee made up of parents and members of the local community. It operates from the main hall in Brownes Hall in the centre of Carterton. The pre-school has use of the adjacent recreational field. The pre-school currently cares for 67 children in total who all come from the local area. The pre-school supports children with special educational needs and/or disabilities. The pre-school offers morning sessions for two, three and four year olds during school term times from 9.15am until 12.15pm. Afternoon sessions are available from Monday to Thursday from 12.45pm until 2.45pm. A lunch club operates from Monday to Thursday inclusive. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four. Partnership arrangements are in place with other early years settings, including childminders, pre-schools, nurseries and schools. The pre-school employs seven staff all of whom hold relevant qualifications.

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

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

- enhance the good quality teaching so that all children benefit from open questions, for example by reducing the number in group activities.

### Inspection judgements

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

Throughout children's time at the preschool, staff regularly observe children and monitor their achievements to plan effectively for their next steps. Key persons gather information from parents, when children join the playgroup, so that they have a good understanding of children's care needs and current level of attainment. Staff maintain accurate records, in individual learning journals, so that they can demonstrate children's good progress towards the early learning goals and share clear information with parents. Key persons complete the progress check for children aged two years and share this with parents at individual meetings. This means staff are aware of areas where children require extra help and they work effectively together to narrow gaps in achievement, particularly for those children who may have special educational needs, to progress in their communication and personal and social skills. Consequently, as records show, children progress well against the developmental bands for their age and ability.

There is an appropriate balance between child-led and adult-focused activities. Children enjoy investigating as learners and discover that they can make the sky seem different colours by using two different colour lenses to look through. Children happily share their discoveries with their friends, telling them 'if you put more water in the wheel turns

faster.' This encourages others to experiment and become active learners. Staff have an enthusiastic approach, as they act on children's interests to sustain learning well. For example, after a cat has followed children to pre-school, staff engage in looking at books about cats and support children to create their own stories around cats. Adult-focused activities generally engage children and support their learning well. A well-organised circle time takes place early in the session. This provides children with a good opportunity to practice their mathematical skills, as they count how many children are present and add one more when someone else arrives. Children also plan their play as staff explain what is on offer and recap on previous learning. However, occasionally group activity size is too large, which means that staff cannot fully use open-ended questions, such as 'what', 'how' and 'why' to challenge children's thinking.

Staff in the pre-school routinely encourage children's learning and development across all areas. Staff support children's language development effectively. They use descriptive words, which children repeat in their play, such as 'stiff' and 'curled' during gym activity. Staff support younger children to speak well as they encourage children to state their preferences, and gently reword their sentences back to them. Children enjoy retelling a familiar story and enjoy reading and being read to. Children develop their physical skills well through exploring and negotiating the outdoor provision which includes climbing, running, balancing and jumping. Children develop their expressive skills through many resources which excite children to use their imagination and creative skills in play. This includes activities being pirates avoiding sharks on the gangplank, or through exploring different textures such as soil and paint. The setting supports children's understanding of the world particularly well, for example they have recently hatched and released butterflies.

Children learn to read and write their own names and older children benefit from an organised phonic programme. Children write with purpose as they write measurements and their name on the outlines of their bodies. Staff support children's mathematical understanding well. They describe characteristics of different shapes, model counting and challenge children to solve number problems. For example, children are supported to count how many are going outside, to name shapes in a puzzle and to work out how many pieces of fruit they have eaten. In the water tray, children enjoy experimenting with size and capacity as they move water from container to container. All this supports children's next stage in their learning as they move to school. Overall, the quality of teaching is good.

The preschool involves parents in their children's learning, as they share plans and ideas to extend children's learning at home. Parents are able to discuss their children's progress informally and formally with their key person and find out more about the activities their children enjoy at the preschool. This ensures children receive consistent support for their learning and development.

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

Children are happy, settled and content while at the playgroup. They develop very strong attachments to staff members. This gives them confidence to leave their parents and settle quickly to their activities. Children quickly become familiar with the daily routine, which helps them to feel secure. As a consequence, they show high levels of confidence and self-esteem and are motivated to learn.

Children take part in different situations so they experience having to listen in a larger group. They take part in cooperative team games as they learn social skills and turn taking. Activities and resources are well presented so that children can easily help themselves and make their own choices. This supports children to be independent in their play. From the start of the day, children display good levels of self-confidence as they interact with staff and other children, showing their developing social skills. Children learn about healthy lifestyles well. They wash their hands before eating and after visiting the toilet. Children are competent at managing their personal needs relative to their ages. All this means children are developing many emotional and social skills, which will help them make a smooth transition to school life.

Children are gaining an appropriate understanding of risk through their outdoor play. Staff talk about dangers with children, and the need to embed safe behaviours. The children are all aware of simple rules that must be followed and most understand why they must be followed. For example, not to stray outside the cones. Staff are vigilant, and children are always within sight and sound. Children's behaviour shows that they feel safe. Children show confidence in adults by expressing their needs clearly with an appropriate expectation that they will be met.

Staff sensitively support children to explore their differences in conversations around home experiences and sharing their preferences during snack time. Different festivals are celebrated throughout the year which gives children a sense of community. Relationships between children are strong; children show care and concern for each other's emotions. Staff role model manners for children, reminding them to say thank you. Children are reminded why they must show care and concern for others routinely.

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

Staff form a well-established team who work effectively together and who understand the learning and development and welfare requirements. They draw on their many years of experience to help ensure they meet all requirements and safeguard children. Staff complete focused risk assessments on various levels to monitor the safety of the environment. Risk assessments in place include the checking and monitoring of all exit and entry points to the building and managing outside play in the communal grounds. This ensures that children are secure in the setting. All members of the staff team attend regular updates in key areas such as safeguarding children. They demonstrate a strong understanding of how to act if child protection concerns arise.

The playgroup has a strong commitment to continuous improvement and the best

outcomes for children. All recommendations from the last inspection have been met. Focused self-evaluation processes include overall tracking of children's progress, which means that any improvements directly affect children's learning and development. The managers arrange regular reviews of the playgroup's provision, such as during the weekly staff meetings. This means that all staff are involved in the continuous improvement cycle. Parents have good opportunities to contribute their views through regular questionnaires and through their daily contact with staff. These processes establish clear target for future development. Recent changes include introducing a self-registration system for children, and making books more easily accessible in the reading corner.

Adults plan effectively to meet children's needs and encourage good progress. The staff team are encouraged to keep their skills and knowledge up to date through access to training, annual appraisals and regular monitoring and supervision. As a result, they are dedicated and very enthusiastic about their roles.

The playgroup uses strong partnerships with the local authority for further practice guidance and support. The playgroup has effective links with external agencies and specialists, such as speech and language therapists to get appropriate support for children's individual needs. Parents are overwhelmingly positive about the playgroup. They particularly praise the approachability of staff and the care that they provide for their children. There are valuable links established with local providers of early years care and schools. This partnerships means that the preschool is effective in responding to the needs of the local community.

## 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>	134470
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	842953
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Bright Start Pre-School Committee
<b>Date of previous inspection</b>	15/02/2011
<b>Telephone number</b>	01993 842489

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

