

Briary Pre-School

Greenhill Road, Herne Bay, Kent, CT6 7RS

Inspection date	23/09/2014
Previous inspection date	13/05/2009

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		1
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

- Children play in a stimulating, welcoming environment, with easy access to a good variety of resources, both indoors and outdoors, to support their learning and development.
- The setting promotes children's well-being extremely well through effective partnerships with parents and outside agencies, enabling staff to identify and meet children's individual care needs exceptionally well.
- The management and staff team are committed to continually developing and improving the provision and take effective steps to ensure positive outcomes for the children.
- Children make good progress in their learning and development because staff provide many opportunities for child-led learning and support them to repeat and consolidate their skills.

It is not yet outstanding because

- Although mathematical resources are readily available within the indoor environment opportunities for enhancing children's understanding of written numerals are not always available in the outdoor area.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff's interactions with children throughout the pre-school.
- The inspector sampled documentation including policies and procedures relating to safeguarding and risk assessments.
- The inspector took account of the views of parents through short discussions.
- The inspector held a meeting with the manager and undertook a joint observation with them.
- The inspector looked at a sample of documentation, including children's records, and their learning assessments.

Inspector

Maxine Ansell

Full report

Information about the setting

Briary Pre-School registered in 2001 and is registered on the Early Years. It is situated in a purpose-designed log cabin in the grounds of Briary Primary School in Herne Bay, Kent, and serves the local areas and surrounding towns. The pre-school has access to one classroom, a room for quieter activities, sensory room, art room and veranda. There is also a separate cloakroom, toilets, kitchen, staff room and office with disabled access.

There are currently 73 children aged from two to under five years on roll. The pre-school is in receipt of funding for the provision of free early education for two-, three-, and four-year-olds. The pre-school opens each weekday during term time only. Sessions are from 8.30am to 11.30am and 12.15pm to 3.15pm. There is an option for children to bring in a packed lunch and extend the morning session by two hours or extend the afternoon session by one hour. Children can stay all day from 8.30am - 3.15pm. Staff support 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. Of these, 10 hold appropriate early years qualifications and one is working towards a higher qualification. The pre-school receives support from a teacher and an area special educational needs co-ordinator from the early years advisory team.

What the setting needs to do to improve further

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

- enhance the outdoor environment to further support children's understanding of mathematical concepts, and, in particular, their understanding of written numerals.

Inspection judgements

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

The management and staff team dedicate themselves to ensuring children experience a stimulating, wide range of activities both indoors and outside to cover all areas of learning. The environment is bright, colourful and welcoming and children play with resources appropriate to their age and stage of development. The key person is skilled at adapting these to suit children's individual needs, current interests and stages of development. For example, the previous week children had shown an interest in fish, sharks and mermaids. The staff then developed the environment to reflect these interests and a parent interested in fishing brought in his catch for the children to investigate.

Staff use a comprehensive system of observations, planning and assessment to support and provide evidence of children's progress. Therefore, children receive support to make good progress in their learning and development. Staff engage parents in their children's

learning from the very beginning with home visits where they discuss information about the children's individual development and use it as a starting point when the children first start at the pre-school. Staff know the children very well and the key person can talk in detail about their key children's individual strengths and next steps. The staff are supported by a very comprehensive special educational needs system. This helps staff to identify and offer early support to children and when necessary engage other professionals, for example speech and language therapists. Therefore, staff support children to reach their full potential.

Strategies to develop children's communication and language are highly effective. Staff talk to the children about what they are playing with and generally use open-ended questions to extend their thinking and learning. For example, a member of staff used skilful questioning to extend a child's thinking when he decided he wanted to make a hammock in the outdoor area. Staff offer opportunities for children to listen and follow instructions in self-chosen play and group activities, developing good skills for children's future learning. The ethos at the pre-school encourages the children to be confident as they talk to each other and any adults who may visit the pre-school, even though some may have only recently started attending.

Children make full use of the well-resourced outdoor play area, promoting their large muscle physical development well. They crawl through tunnels, climb up steps and use sit-and-ride toys to develop their spatial awareness. Children have good opportunities to use natural resources, such as sand, water and a mud kitchen. Staff support children to develop an understanding of the natural world by encouraging them to use their senses to explore and investigate; for example the discussion about the differences, feel of the fish, and crab shell. As a result, the children are interested and eager to learn.

Children show good fine muscle skills as they hold paintbrushes, pick up small pieces of paper for collage activities and make marks on a white board. Staff promote children's understanding of literacy with well-resourced book corners, props, puppets and writing areas. As a result, children independently look at books in the cosy reading areas.

Staff promote children's developing knowledge of mathematical language through regular use around the pre-school, for example talking about full and empty at the snack table. Children have access to a good range of mathematical resources within the indoor area. However, there are fewer good opportunities for children who spend more time outdoors or learn better outdoors to develop their understanding of the use of written numerals to extend their mathematical development.

Staff meet with parents twice a year to discuss and exchange ideas about how best to support their children's progress. They engage with parents on daily basis keeping them informed about the daily activities and their children's learning. Therefore this two-way flow of information allows children to make good progress both at home and at the pre-school.

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

The key-person system is a key strength of the pre-school and supports children's well-being and feeling of security exceptionally well as they build secure attachments with staff members. The children stay with the same key person for the length of their time at the pre-school, helping each child to feel extremely secure and settled. The manager and the key person start to build the excellent relationship with parents and children on their home visits. This enables the key person to obtain clear information about the child's development and knowledge about their current interests and learning styles. As a result, highly effective planning is in place when the child first starts at the pre-school, which ensures they settle quickly. Staff leave a shoebox on the home visit with information about the pre-school, a picture of the key person and logo of the key group. Parents are encouraged to decorate the box, fill it with items that will help their children settle and return to the pre-school on their first visit. This encourages the children to build a relationship with the key person before they start, for example as one child on their first visit ran up to their key person and gave them a hug. The key person uses these boxes in an extremely effective way to support children's well-being, as a comforting tool when a child is feeling a little insecure.

The pre-school environment is highly stimulating, very child-centred and welcoming, and the staff are very nurturing. There is an excellent range of resources both indoors and outdoors for the children to use. The staff have put a great deal of thought into planning the layout of the environment ensuring it is exceedingly interesting, with resources stored at a low level and accessible by all the individual children. Staff have highly effective strategies in place to encourage children's independence. They offer guidance and provide excellent support in the children's play, helping them to learn successfully. This effectively helps the children to make independent choices and decisions about what they are going to play with and where. Children help to tidy the toys away and confidently wash up their own cups and plates after snack. Staff support children to spend the majority of their time at activities of their own choosing. Therefore, children quickly become more confident and independent learners.

Staff are excellent role models and encourage respect and behaviour that is acceptable. As a result, children behave very well, understanding the rules in place and needing very little support to share and take turns. Staff are exceptionally skilled at giving children the skills to communicate and negotiate about what they want; for example, children were encouraged to share the cars in the sand by counting and dividing them up fairly.

Children have daily access to the outdoor area and staff develop the children's physical development extremely well. Children negotiate a wide range of physical play equipment and fine tune their balancing skills by balancing on tyres. Staff are very aware of the children's safety and they give the children the skills to manage risk. For example, a member of staff explained the risks to himself and the children around him when a child moved the tyres to make a slide. As a result, the child moved the tyres with limited risk to himself and the children around him.

Staff effectively encourage children to learn about healthy eating through snack and lunch club. Parents donate the fruit for snack and staff support children to try a range of fruit discussing their likes and dislikes. On the day of the inspection, the afternoon snack had a

dragon fruit for the children to feel and smell. At lunchtime the staff were heard discussing sandwich fillings, which means that children are regularly developing their knowledge of health eating.

There are good arrangements in place to help children to move from the pre-school to school in a confident way. The pre-school has excellent links with the local school, using their playground on occasions for additional play opportunities with the children. Staff pass written information about the individual children's needs and development to assist with a smooth transfer to school.

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

The pre-school has recently been accredited with the local authority quality mark. To achieve this the pre-school has reviewed, changed and improved aspects of their practice to benefit the children. For example, a member of staff has become an advocate for the two-year-olds and reviewed the environment and practice for the two-year-old children attending. As a result, the resources in the environment are lower and more accessible for those children.

The manager and staff have a good understanding of the safeguarding and welfare requirements. They display an extremely knowledgeable and clear understanding of the safeguarding procedures to follow to help keep children safe. Staff know and can discuss the procedures in place should they have concerns about a child in their care or a worry about a member of staff. The premises are secure and staff supervise the children well to keep them safe. Documentation is in place for staff to record any incidents or accidents and these are regularly reviewed. As a result, staff deal with any recurring incidents that may cause concern quickly, to minimise risks to children.

Comprehensive risk assessments are in place. Staff carry out daily checks to identify any hazards and minimise risks to children. All required documentation is appropriately completed and available for inspection. Staff practise fire drills regularly with the children to ensure everyone can leave the building quickly and safely in the event of an emergency.

Management has robust recruitment systems in place. All staff working directly with children hold appropriate qualifications, have had appropriate checks carried out and are suitable to fulfil the requirements of their roles. Thorough induction procedures are in place to support new staff to understand their specific role and the pre-school's policies. Strategies are also in place to inform Ofsted of any changes to the committee members. The manager conducts regular supervision meetings with all her staff to identify any training needs, enable ongoing professional development and discuss any concerns about a child or member of staff. As a result, there is a culture where any concerns are heard and acted on to safeguard children's welfare.

The manager has an effective monitoring system for the learning and development

requirements to ensure that all children make good progress. She collates and evaluates children's records three times a year to ensure children are making the expected progress. The manager also regularly reviews the children's learning journey records and the weekly planning to ensure all areas of the curriculum are covered, and children's current interests and next steps are developed. Therefore, all children make good progress from their starting points. The pre-school has a comprehensive special educational needs system in place that helps to identify and target support for children with identified needs. The staff value the partnerships and support they have built up with the local authority, agencies and professionals such as speech and language experts to enable them to meet children's unique needs.

There are reflective evaluation systems in place at the pre-school to identify where improvements are needed and how to implement them to support children's progress. Weekly staff planning meetings are used effectively to support staff and discuss ideas for improving the pre-school's practice. The manager regularly meets with the committee to inform and gather their ideas for improving practice. As a result, staff, committee, parents and children have opportunities to participate in the self-evaluation process.

There is a very positive relationship with parents. Initial home visits, regular discussion and twice a year formal meetings ensure that parents are kept up to date about their children's progress and staff are kept informed of changes or achievements in their key children's lives. As a result, the two-way flow of information means parents' views and opinions are included in planning for improvement and meeting the children's needs. Parents speak very positively about the pre-school. They feel they are well informed about their children's progress, their children are very happy and they are able to become involved with the pre-school through their committee.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	154404
Local authority	Kent
Inspection number	841945
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	73
Name of provider	Briary Pre-School Committee
Date of previous inspection	13/05/2009
Telephone number	01227 742050

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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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