

# Bright Futures Pre-School

Kimpton Village Hall, Kimpton, Andover, Hampshire, SP11 8NU

## Inspection date

26/11/2014

Previous inspection date

22/03/2011

## The quality and standards of the early years provision

**This inspection:**

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 use a wide range of interesting resources, set out invitingly to help children to make good progress in their learning and development.
- Staff are kind, caring and committed. They helping children to feel settled and secure and provide a positive foundation for their personal, social and emotional development.
- Leadership and management have a clear understanding of the pre-schools strengths and have aspirations for future developments.
- Staff offer parents many opportunities to share and delight in their children's learning and achievements at the pre-school, which helps promote children's progress.

### It is not yet outstanding because

- Staff do not have very high expectations of what children might achieve in their early mathematical learning.
- Staff do not make the best use of the outdoor facilities to provide clear opportunities for learning and development through investigation and exploration.

## **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 and spoke with children and staff across a wide range of activities inside and outdoors.
- The inspector spoke to and took account of the views of four parents and carers.
- The inspector met with the chair of the pre-school committee and the manager.
- The inspector looked at samples of children's learning journals, progress records and planning documentation.
- Documents relating to safeguarding, risk assessment, emergency evacuation, accident records and a selection of policies were reviewed.

## **Inspector**

Ann Rowe

## Full report

### Information about the setting

Bright Futures Pre-school opened in 1977 and registered with Ofsted in 2001. It operates from Kimpton Village Hall, in Kimpton, near Andover, Hampshire. Children use the hall and an outside area. Children come from the village and the surrounding rural area. The pre-school is registered on the Early Years Register. The pre-school operates four days a week during term-time only. On Tuesdays and Thursdays it opens from 8.45am until 3pm, and on Wednesdays and Fridays it opens from 8.45am until 12.45pm. There are currently 16 children on roll in the early years age range. The pre-school is in receipt of funding for the provision of free early education for three- and four-year-olds. The pre-school currently supports children with special educational needs and/or disabilities. The pre-school employs three members of staff to work with the children. Of these, two hold a recognised early years qualification at level 5.

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

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

- strengthen children's opportunities for further mathematical development by promoting advanced counting and using the such language as more and less

### Inspection judgements

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

Children thoroughly enjoy their time in this pre-school. They are enthusiastic and busy learners. Children decide what activities to do and confidently initiate their own play. The range of activities enables them to develop their skills well across all areas of learning and development so they make good progress. Staff promote children's personal, social and emotional development well. Children develop friendships and learn to care for each other. For example, older children take care of the younger members of the pre-school especially in the outdoor environment.

Staff observe the children regularly and use their observations to plot children's progress. This helps them to identify what children need to do next. The information is then used to help plan activities that give children opportunities to extend their skills. This means that learning builds on what has gone before so learning is progressive.

The children benefit from and appreciate the routine activities of the day such as welcome time, snack time and story time. They relate to the staff well, asking and responding to questions and showing interest in all that is happening. The quality of teaching is consistently good. Good teaching is evident at group times, but staff miss the opportunity to extend children's mathematical development, for instance through the use of higher

numbers or by using such language as more or less. This is because staff do not have very high expectations of what children can achieve in this area of learning, which restricts children's progress.

Staff listen attentively to the children and talk about their activities which encourages language development. For instance, a member of staff clearly repeats the names of dinosaurs for children to copy. Children enjoy participating in songs and action rhymes. This helps to develop their ability to remember words and encourages their physical coordination as they do actions. They listen with enjoyment, to stories at various points of their choosing during the morning. This increases their awareness of the written word and adults clearly model how to handle books. These opportunities all contribute well to children's literacy development. Several children help themselves to resources and sit down to draw and paint pictures. They write their names legibly on their pictures using good coordination. Adults are on hand to support them if required so that their efforts are not frustrated. Children have equal access to outside throughout most of the morning, allowing good opportunities for their physical development.

The pre-school staff make use of visiting speakers to extend children's learning. Staff take children to visit local places where they can see animals first hand. This demonstrates the staff team's desire to offer a broad range of activities that develop children's interests in their learning. Children gain the skills, attitudes and dispositions required to be ready for their eventual move to school.

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

Staff meet children's welfare needs well. Staff set a good example to children in their manner. They are calm, patient and consistent in their expectations and responses to children's behaviour. For instance, when two boys became a little exuberant rolling on the outdoor slope staff quickly reminded them of the pre-school's golden rules. Children learn to share, take turns and use excellent manners as they undertake their games and play activities.

Children demonstrate positive levels of confidence and sense of security. They are curious and interested in all that is going on. For example, they confidently ask questions about what different people are doing. A simple routine to the day helps to ensure children have good daily opportunities to be active, stimulated, eat regularly and have quieter periods looking at books. This enables them to feel comfortable and happy and consequently they enjoy the opportunities available to them. This results in children who are confident and secure because they know what staff expect of them. They are well prepared for the next stage in learning.

Comprehensive risk assessments help to ensure staff keep the premises and the resources safe for the children to use. Staff remind children to take care on surfaces that may be slippery on a wet day, so that they can behave appropriately. Staff know that as children develop they need to recognise and respect the potential dangers around them. Staff provide a welcoming, stimulating environment and use resources well. The whole outdoor

area has such an abundance of resources that opportunities for children to play and explore are restricted. However the leadership already has plans to redevelop this area with some changes planned to take place in the next holiday break.

Staff are active in promoting children's sound understanding of healthy eating. For instance, they play a game separating healthy foods from others. Lunch and snack time are happy and sociable times, where children and adults sit at the table together to enjoy their food. All parents are asked to provide information regarding allergies, likes and dislikes which are used when preparing snacks and any cooking activities. Children have plenty of opportunity to be physically active in the outdoor facilities and when going further a field to the park. Children wash their hands independently at the sink after outdoor play and before meals.

Careful planned introduction to the pre-school enables staff to get to know children and their parents and understand their individual needs. Parents are kept informed about their child's day and of their progress in a variety of useful ways. Parents comment favourably on the pre-school and say their children are always happy to attend.

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

The manager and staff organise the pre-school effectively. The pre-school has benefitted from stability amongst the staff recently with the result that they work well as a team. They are knowledgeable in delivering the Early Years Foundation Stage and checking children's progress. The pre-school committee has turned it around so that it is now a sound business unit and its members have exciting short and long-term plans for the pre-school's future. For example, they recognise the drawbacks of the outdoor area and have these in hand to improve. They consult with parents about planned changes so that they are meeting the needs of their families very well.

Leadership shares a good range of written policies with parents that include safeguarding information. Staff knowledge and understanding of their responsibilities relating to child protection is good. They know the procedures to follow in the event of any concerns about children's welfare. Staff act as the special person for a group of children and know each child well as an individual and their needs. This ensures that each is treated as a unique individual and needs are well met.

Clear employment, vetting procedures and induction programmes are carried out by the pre-school committee to ensure that all staff are suitable to work with children. Whenever possible staff undertake further training to help drive improvement. The manager and her deputy ensure that all regulatory training such as first aid and safeguarding is kept up to date. This demonstrates a commitment to maintain and improve standards of care and education to benefit the children.

Staff have a good understanding of children's skills and abilities gained from their regular observation and monitoring of the children. Planning takes note of individual children's

needs and staff provide activities which will engage the child and assist their learning and development. Records for individual children are detailed, shared regularly with parents and passed on to school at transfer time. This ensures that parents can be involved in the child's learning.

The staff are active in building partnerships with other agencies and providers. Both senior members of staff have relationships with other early years provisions so that they can share good practice. Staff have established effective communications with the village school to which many children transfer. The pre-school makes use of speech and language support to ensure that they cater for individual children's specific needs so children progress well from their abilities on entry.

## 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

<b>Unique reference number</b>	110508
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	813390
<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>	26
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Bright Futures Pre-School Committee
<b>Date of previous inspection</b>	22/03/2011
<b>Telephone number</b>	01264 771583

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

