

Brandon Pre-School Playgroup

Old Forest School, School Lane, Brandon, Suffolk, IP27 0AD

Inspection date

01/12/2014

Previous inspection date

04/02/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Practitioners exchange information well with parents. This means that they understand children's needs and offer them appropriate support. As a result, children settle well and quickly develop secure relationships with practitioners.
- Practitioners are experienced and attend further training in order to keep their knowledge up to date. They use effective teaching methods to assess children and to plan interesting activities that support children in making good progress.
- Children eagerly participate in well-planned activities that accurately reflect their interests and developmental needs. This supports them in developing positive approaches to play and learning, thereby preparing them well for school.
- The manager and practitioners work well as a team. Their ongoing evaluation of activities, safeguarding procedures and daily practice is honest and thorough. Consequently, they promote children's safety, welfare and development well.

It is not yet outstanding because

- Occasionally, activities are prescriptive and this means that practitioners do not always offer children the maximum opportunity to extend their creativity.
- Practitioners do not always make the most of daily opportunities to extend children's understanding of diversity to the maximum.

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 in both rooms and the outside area.
- The inspector held meetings with the manager and deputy manager of the provision and carried out a joint observation with the manager.
The inspector looked at children's assessment records and planning documentation.
- She checked evidence of suitability and qualifications of practitioners working with children, the suitability of committee members, the provider's self-evaluation information and improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in their written feedback to the setting.

Inspector

Kelly Eyre

Full report

Information about the setting

Brandon Pre-school Playgroup was founded over 40 years ago and is registered on the Early Years Register. It is situated in a community building that also houses a children's centre in Brandon and is managed by a voluntary management committee. The setting serves the local and neighbouring area and is accessible to all children. It operates from two main rooms and there is an enclosed area available for outdoor play. There are currently eight staff working directly with the children. Of these, one holds an appropriate early years qualification at level 2 and seven hold qualifications at level 3 or above. The setting opens Monday to Friday during term time only. There is a breakfast club from 8am to 8.30am. Pre-school sessions are from 8.30am until 11.30am and from 12.30pm to 3.30pm. There is also a lunch club each day from 11.30am to 12.30pm. Children attend for a variety of sessions. There are currently 82 children attending who are in the early years age group. The setting receives funding for the provision of free early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the opportunities for children to express themselves and extend their creativity further in all activities
- extend the opportunities for children to gain a greater appreciation of diversity, for example, with regard to the differences between families, communities and traditions.

Inspection judgements

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

Practitioners have a confident understanding of the Early Years Foundation Stage. They use effective teaching methods to support children in making good progress. Key persons work with parents to obtain information about their children. They assess this information, so that they understand children's starting points and can monitor their progress. Practitioners' good knowledge of each child's needs also means that they support children well and plan relevant activities for them. Consequently, children are settled and are keen to play and explore. These positive attitudes mean that children are well prepared for school and future learning. Practitioners observe children, carefully noting their progress and current interests. They use this information when planning children's next steps in learning, diligently feeding these into the daily planning. Practitioners have addressed the

recommendation from their previous inspection and now make sure that their planning takes account of each child's abilities. This means that they offer children appropriate support in order to extend their learning. Key persons efficiently carry out the progress check for children aged between two and three years. These checks support them in planning further activities and highlighting any areas where children require additional support. Key persons also meet regularly with parents to discuss their children's progress. They display activity planning information at the setting and on a secure social networking site. In this way, they keep parents informed and support them in understanding how children learn as they play, and in extending this at home.

Practitioners support children well in developing the skills needed for their successful future learning. They encourage children to develop and extend their own play as they make good decisions about when to intervene. For example, a practitioner notes a small group of children playing in the construction area and allows them time to develop their play. The children work together to make models, choosing additional construction pieces from the nearby containers. They then experiment by adding further pieces to add detail to the models before incorporating these into a role play scenario. Practitioners praise children for their efforts and encourages them to review their work and persevere. For example, children cutting out simple shapes enjoy a practitioner's praise so much that they go on to work out how to cut out more complex shapes. Children enjoy some activities that extend their awareness of diversity. For example, they participate in activities relating to the celebration of festivals, such as, Christmas and Chinese New Year. However, practitioners do not always make the most of daily opportunities to extend children's wider understanding, for example, of differences in families and beliefs.

The good overall planning for the outdoor area means that children who enjoy learning outside are offered lots of opportunities. For example, they develop their imagination as they cook dishes in the mud kitchen. They learn about nature as they hunt for bugs and they develop investigative skills as they experiment by listening to the sounds of different lengths of tubing. Practitioners generally offer children activities that encourages them to express themselves and extend their creativity. For instance, children enjoy a junk modelling activity. They decide which materials to use, work out the best way to join these and go on to describe the models they are making. However, there are occasional activities that are prescriptive, and do not offer children the maximum opportunity to express themselves and extend their creative skills. For example, children participate in an activity to make Christmas wreaths. These are pre-cut by practitioners and children paint the wreath-bases green. They then stick pre-cut leaves and berries to the base. Practitioners offer children many activities that promotes their physical development. They enjoy making obstacle courses, where they run, jump and climb, thereby developing their balance and coordination. Practitioners thoughtfully promote children's communication and early reading skills. For example, they support children in making their own props to illustrate and re-tell favourite stories. Practitioners support children who speak English as an additional language well, so that they make good progress. Practitioners use simple sign language and picture prompts to aid early communication and help children to feel confident in developing their use of English. Similarly, practitioners support children with special educational needs and/or disabilities well. They ensure that children have pertinent support in order to join in with daily routines and activities. As a result, all children make good progress in relation to their starting points.

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

Practitioners make good use of the key-person system to support their partnership working with parents. Key persons meet with parents before children start at the setting. They gather clear initial information about the children, so that they understand their individual needs and preferences. They use this information when helping children to settle. For example, they ensure that activities and resources reflect children's preferences, helping them to feel comforted and welcome. Children play in mixed age groups throughout each session. Practitioners are vigilant and support them well. For example, they help the younger children to join in and to become familiar with daily routines, such as snack time. These daily arrangements mean that children are able to learn from each other. For example, younger children copy the older ones as they write their names and invent imaginative role play scenarios. This supports children's learning and the development of their social and communication skills, thus preparing them for school.

Practitioners take time to understand each child and to make sure that their needs are consistently met. This helps children to feel secure and they quickly develop warm relationships with their key person and other adults at the pre-school. Practitioners are keen and motivated and show children that they enjoy being with them. Children respond positively to this. They readily invite practitioners into their play and naturally include them in their discussions, assured that they will be interested. Practitioners' good understanding of each child also means that they note what children are doing, and so celebrate their efforts and achievements with them. These thoughtful daily practices promote children's self-esteem and sense of pride, thereby aiding them in developing the positive attitudes that support their learning when they move to school. Practitioners support children well in understanding how to manage their own behaviour. They talk with them about this and encourage them to think about what they are doing and how this may affect others.

Practitioners ensure that daily routines support children in developing their self-care skills. For example, children help themselves to drinks and peel their own fruit at snack time. Practitioners support children well in developing a good understanding of healthy lifestyles. They talk with children about why it is important to wash their hands before eating and why we clean our teeth regularly. Children enjoy visiting the shops and local market. They choose fruit and vegetables for snack time and talk with practitioners about healthy food options. They learn about the effects of exercise as they participate in dance and exercise sessions, noting how these make them feel warmer and breathe faster. Ongoing discussions and specific activities support children in building a good awareness of safety. For example, they enjoy regular visits from the community police officer. They talk about road safety and what to do if they become separated from their parents while out.

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

Practitioners consistently implement the setting's safeguarding procedures, thereby ensuring that they promote children's welfare. All practitioners have attended training in this area and have a good understanding of the process to follow should they have any concerns about children. The setting's robust recruitment and checking procedures ensure that all practitioners are suitable to work with children. Committee members also complete appropriate suitability checks. Practitioners check the premises each day and regularly review the risk assessments, meaning that children play in a safe environment. Practitioners consider children's safety in all areas of the setting. They have reviewed their procedures, so that they ensure that children are always supervised when using the bathroom but are also encouraged to be independent. The manager and practitioners diligently evaluate their daily practice. This evaluation includes the views of parents and children and gives them a clear picture of their strengths and weaknesses. They use this information to plan relevant improvements. For example, they have recently purchased resources to support them in planning simple scientific activities. This means that they now offer children further opportunities to explore and experiment.

The manager and management committee use practical procedures to support practitioners in their work. Each practitioner receives regular supervision. This offers them the opportunity to discuss any concerns and to address any weaker areas of practice. There are also clear procedures to support the manager in dealing with any poor performance. Managers support practitioners to attend further training and this has a positive impact on children. For example, after attending training relating to a targeted language programme, practitioners now make sure that they allow children plenty of time to think and answer questions. This supports the development of children's language and communication skills. Practitioners and the management committee work well together. They exchange information, so that they all understand the safeguarding and welfare requirements of the Early Years Foundation Stage. They regularly review the setting's policies and procedures to ensure that they meet all requirements. The manager and deputy manager frequently check each child's assessment records in order to review their progress. This enables them to identify any areas where individuals or for groups of children need further support. For example, they have now introduced further opportunities that encourage boys to develop their mark-making and early writing skills.

Practitioners have been proactive in addressing the recommendations from their previous inspection. They have improved the procedures for working in partnership with other people caring for the children. For example, they meet with children's key persons at other settings and exchange assessment and planning information so that they work together to promote children's development. Similarly, they meet with other professionals, such as, health visitors, to ensure that they consider the needs of the children and their families in order to meet them consistently. Practitioners have good partnerships with parents and keep them well informed of their child's progress. Parents report that they appreciate the good communication and feel that they can talk to practitioners at any time.

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	251423
Local authority	Suffolk
Inspection number	866517
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	82
Name of provider	Brandon Pre-School Playgroup Committee
Date of previous inspection	04/02/2009
Telephone number	01842 810913

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

