

Red Balloon Pre-School Group

Osborne Road, Tweedmouth, Berwick-upon-Tweed, Northumberland, TD15 2HS

Inspection date	10/12/2014
Previous inspection date	12/10/2010

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		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

- The quality of teaching is good. Staff provide a wide range of resources and experiences, which they base around children's interests and learning needs. As a result, children make good progress in all areas of their learning and development.
- Children are happy, settled and share positive relationships with others. They enjoy warm and friendly interactions with staff, which help them to feel safe and secure. They are well behaved, respond well to staff and play cooperatively together.
- Staff have a good understanding of their roles and responsibilities in relation to child protection and safeguarding children. Consequently, children are well protected and kept safe from harm.
- Staff successfully work with parents and other practitioners to support children's individual care, learning and development requirements. This contributes to the good progress that children make.

It is not yet outstanding because

- At times, staff provide children with an answer or solution to a problem without giving them sufficient opportunity to think about their response to a question posed.
- During creative activities, occasionally staff focus on the end product rather than allowing children to express their own ideas and creativity.

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 indoor and outdoor spaces.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the playgroup leader, staff and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day and from the pre-school's own parent survey.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's focused improvement plan.
- The inspector carried out a joint observation with the pre-school leader.

Inspector

Janet Fairhurst

Full report

Information about the setting

The Red Balloon Pre-School Group was registered in 1999 and is on the Early Years Register. It is owned and run by a parent committee. The children are accommodated in a mobile classroom in the grounds of Tweedmouth West First School, which is located close to the centre of Berwick town. The children have access to the school hall, reception class and a secure, enclosed outdoor play area. The pre-school serves the local area and is accessible to all children. It is open each weekday, during term time only. It opens every morning from 8.55am to 12noon and on Monday and Friday afternoons from 12noon until 3pm. The pre-school employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. There are currently 22 children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- raise the already good quality of teaching and children's attainment even further by ensuring that all staff give children time to think about the questions being asked, in order to draw out children's thoughts and ideas
- enhance further children's freedom and choice to express their own creativity as they explore and use media and materials.

Inspection judgements

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

Staff's knowledge and understanding of the Early Years Foundation Stage is secure. This leads to good quality teaching within the pre-school and successfully provides children with a strong foundation to support their learning. Consequently, children make good progress across all areas of learning. Planning for activities is clearly based on children's individual needs and interests. The staff have an accurate knowledge of the children's stages of development in their learning and keep clear records of their progress. They effectively use this information to inform future plans for each individual child's next steps in their learning. Children's progress is tracked accurately and this means that any gaps in their learning are quickly identified and planned for. Staff regularly share information with parents through daily discussions, home-to-school diaries, providing regular access to their child's learning journal and parent meetings. This collaborative partnership successfully enhances children's future learning in the pre-school and in their home environment.

Children make very good progress in their communication, language and literacy skills,

enabling them to become confident communicators. They engage easily in conversation with each other and confidently say good morning to visitors and enquire what they are doing in the pre-school. Staff model language well, speaking clearly and repeating words to support children in their language development. Staff listen to all that children have to say. This has a very positive impact on children's self-esteem and confidence in learning. However, although some staff use questioning very well to enhance and deepen children's understanding, not all are adept at allowing children time to critically think and formulate a response after asking a question. Children are enthusiastic about stories. They eagerly listen to stories and take books home to share with their parents. Specific teaching of early phonics is introduced successfully and children are already starting to recognise some initial sounds, such as that of their name. Children make enthusiastic use of the broad range of resources for them to write or make marks, for example pretending to take orders in the cafe and making appointments in the doctor's surgery.

Children show many of the skills they need in readiness for school and future life. For example, they count independently during their play and confidently identify shapes and learn to recognise how many sides and corners shapes have. Some of the children also recognise their names and are forming recognisable letters. Children enjoy art and craft activities, such as sticking, cutting and painting. However, occasionally during adult-led activities, some staff are too focused on reproducing their own ideas, hindering children from truly maximising their creativity. Staff skilfully develop children's learning through child-initiated activities. For example, a member of staff observes children as they explore the computer for themselves. She sensitively joins in with their play and exploration and then supports them in extending their learning further. She shows them how to use the mouse to click and drag icons and introduces number names and counting opportunities as she encourages children to develop their skills in completing a simple programme. Staff plan and provide lots of activities that alert children to the wider world. For example, children learn about a range of cultural festivals and staff encourage children to talk about special events happening in their home lives. Children's birthdays are celebrated and group times provide opportunities for children to share news and show items brought from home. Consequently, children develop positive attitudes towards diversity, an awareness of the wider world and gain a strong sense of their own identity. Children achieve well in their physical development. They show confidence in climbing and balancing using equipment in the outdoor area. They confidently use scissors and manipulate glitter and pencils when making their Christmas cards.

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

Children enjoy their time at pre-school and are happy and settled. Effective, two-way communication between parents and everyone involved in children's care means that children's individual needs, preferences and interests are successfully known and met. Each child is allocated a key person to ensure that they have a named person to take responsibility for their daily well-being, plan for their learning and development and build positive relationships with parents. This successfully promotes children's personal, social and emotional development and assists a smooth transition from home to the pre-school. Consequently, children feel a strong sense of belonging and emotional security. Children who move to other nurseries or school are well supported. Teachers are invited to visit the

pre-school and this provides an opportunity for children to meet them in a secure and familiar environment. Staff also provide the teachers with detailed information that outlines the progress children have made. As a result, children are well prepared for their next stage in learning.

The pre-school is a calm and friendly place to learn. Staff make good use of space to provide an interesting and stimulating environment, in which children's learning can be developed. Children have access to interesting resources stored at their height so that they can explore and use them independently. They are confident in their surroundings and make choices about their own play. For example, they decide whether to play indoors or outdoors and when to have their snack. Staff have high expectations of all children and, as a result, they show growing independence and ability. For example, they competently put on their own coats before going outside and wash and dry their hands independently before snacks. Staff manage children's behaviour well and set a good example for all children in their care. They demonstrate a consistent approach in their expectations, regarding how children behave, dealing skilfully with times when children find it difficult to manage their feelings and behaviour. Older children show care and consideration towards one another. For example, one child noticed his friend could not get his straw into his milk carton so he asked if he wanted him to do it for him. Children are developing good skills in sharing resources between one another and take care of the items they play with. This demonstrates that they are learning skills for the future.

Staff practise and teach children about good hygiene. Children learn to wash their hands after messy play and toileting and before eating. Parents provide the children with healthy snacks, such as fresh fruit and breadsticks. Staff use snack time well to reinforce healthy eating and the benefits of a healthy diet. For example, children talk excitedly about their Christmas lunch they will be having at pre-school and announce that eating carrots will make them big and strong. Children's good health is further promoted through their regular access to fresh air and physical exercise opportunities throughout the day. Gentle reminders from staff ensure that children have a growing awareness of how to keep themselves safe as they play. For example, they know that they must take care when riding the wheeled toys not to bump into others and that only four children are allowed on the climbing frame at a time. This helps to promote a safe environment where children feel comfortable to learn.

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

Safeguarding arrangements are strong as all staff have undertaken some safeguarding training. They confidently describe some of the possible indicators of abuse and know what to do in the event of any child protection concerns. Visitors are closely supervised and clear procedures are in place to ensure the safe use of mobile phones and cameras in the pre-school. Robust recruitment and induction procedures are in place and ensure that all those working with children are suitable to do so. Risk assessment throughout the pre-school is thorough and all required information about children is obtained from parents. This combined with good staff deployment, means that children are able to move around the environment freely and safely. As a result, children's safety and well-being are

effectively protected.

The pre-school leader works directly with the staff and children. Through this she is able to oversee the work of the staff team, model good practice and provide training, support and guidance where appropriate. The playgroup leader and whole staff team monitor the planning and assessment within the pre-school to make sure it is consistent and relevant for each child. A range of documentation is used to help them to complete precise assessments of children's development, through a blend of child-initiated and adult-led activities. This helps to ensure children continue to make good progress in their learning and development and that those who are not gain the appropriate support they need. Staff supervision and observations of staff practice help the pre-school to improve and make positive changes, including identifying training, which staff participate in to build on knowledge and understanding. They describe how since attending training on outdoor play they have introduced a much more flexible routine, where children decide whether they want to play inside or outside. This has had a positive impact on children's engagement in their play, especially for those children who learn better outdoors.

Staff develop meaningful relationships with parents and carers and value their contributions as partners in their child's learning. Parents feel very well informed and involved in their children's learning. They report that their children enjoy pre-school and are making good progress in learning. Parents are encouraged to become more involved in the pre-school through being on the committee. This means that they have a very strong voice in how the pre-school operates, for example, they review policies and manage the finances. A variety of social events have been used well to raise the profile of the pre-school, engage parents and to raise funds. Children's ideas are valued and obtained through discussions and observations of the activities that they enjoy the most. In addition, parents' views are also sought through regular communication questionnaires. This helps ensure everyone feels valued and included in further developing the pre-school to meet everyone's needs. Good links have been forged between the pre-school and other settings that children attend, as well as the host school. These links effectively support the transition process for children due to move on to school and enable good practice and teaching methods to be shared between all staff members. The staff team demonstrate a strong desire to raise standards even higher. Since the last inspection, they have reviewed their policy and procedures regarding the administration of medicines and sourced additional resources to help further promote children's awareness of diversity. Consequently, the pre-school shows a strong capacity for continuous improvement.

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	301816
Local authority	Northumberland
Inspection number	867334
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	22
Name of provider	Red Balloon Pre-School Committee
Date of previous inspection	12/10/2010
Telephone number	07790 967868

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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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