

Brockworth Pre-School

Inspection report for early years provision

Unique Reference Number	101448
Inspection date	09 November 2007
Inspector	Shirley Ann Jackson
Setting Address	Moorfield Road, Brockworth, Gloucester, Gloucestershire, GL3 4JL
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Registered person	The Trustees of Brockworth Pre-School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Brockworth Pre-School opened in 1972 as a committee run group. It operates from a room within Brockworth Primary School village of Brockworth on the outskirts of the city of Gloucester. The pre-school is the only user of this room. The premises consist of a large playroom and toilets. There is a choice of patio, grass and playground areas for children's outdoor play. The pre-school serves the local area.

There are currently 19 children from two to four years on roll. This includes 14 funded children. Children attend for a variety of sessions and older children are offered five sessions. The group supports children with learning difficulties, disabilities and those who speak English as an additional language.

The pre-school opens five days a week during school term times and into the summer holiday if there is sufficient demand. Sessions on Monday, Wednesday, Thursday and Friday mornings are from 08.50 until 11.50 and on Monday, Tuesday and Thursday afternoons from 12.05 until 15.05.

There are five part-time staff members who work with the children including a learning support worker, and three have level three early years qualifications. The setting receives support from a mentor teacher from the local authority. The pre-school is a member of the Gloucestershire Parent and Toddler Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children follow established routines to help them to learn about positive hygiene practices. They confidently wash their hands using running water and liquid soap before eating, after messy play and using the toilet. However, staff do not routinely talk to the children about the reasons for washing their hands. Children's health is supported as all staff hold current first aid certificates and a first aid box is accessible if required. Appropriate procedures are in place for dealing with and recording accidents and administering medication.

Children are offered snack at the group. These are healthy and nutritious and are offered in plentiful amounts for the children to enjoy. Children take an active role in the preparation of snack, such as cutting up bananas and pulling grapes from the stems. However, snack time is not always organised effectively to meet the needs of the children. Staff occasionally talk to the children about which foods are good for them and those that are not. Drinking water is freely available to the children during the session.

Children move spontaneously within the available space, for example, during free play time. More able children mount climbing equipment using alternate feet. They move freely with pleasure and confidence, such as, running through the leaves in the outdoor play area. However, large physical play does not always offer challenge to the more able children in the group. Children show an awareness of their own needs with regard to hygiene and eating, for example, they confidently ask for more snacks. The room the group uses has direct access to an outdoor play area, but this is not used to its full potential.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in premises which are clean, bright and well maintained. The room is made welcoming to children with a number of displays of their own work. However, most of these are not at child height. The premises are secured when all the children are present. This prevents unauthorised entry and ensures that children cannot leave the building un-noticed. Children are able to move freely and safely around the areas used as staff have identified and minimised potential risks. Staff supervise children effectively both indoors and outdoors.

Children have access to a good range of toys and resources. These are good quality, are well maintained and conform to safety standards. Staff set out some resources and children then choose from this selection. A number of toys are stored in low-level units where children can access them independently. Through out the session, children can choose resources they would like to play with and are encouraged to get them out and to tidy away when they have finished.

All staff hold current child protection certificates so they are able to safeguard the children in their care. Staff are aware of the indicators of abuse and neglect. They are aware of the correct procedures to follow if they have any concerns about a child in their care. A child protection

policy is in place and contains details of the procedure if an allegation is made against a member of staff. The policy is shared with parents via the policy folder. These procedures help to safeguard children's welfare and well being.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Younger children are happy and settle well at the group. They build positive relationships with staff and with their friends at the setting. Children have a sense of belonging as they see photographs displayed in the room along with their art work. They are supported by attentive staff who like to become involved in their play. Children take part in a range of activities and experiences which aid their development.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage curriculum as they have attended training to support this role. They have a suitable understanding of how young children learn and progress. Staff have recently changed the way they plan and offer activities to the children. They are keen to let the children take the lead in their learning and follow the children's interests. This method is still in its infancy and staff are working to find a method which works for the children and for them. The level of challenge is sufficient to interest most children in the activities to help them to make suitable progress. However, some activities do not pose a sufficient challenge to help the more able children to progress in their learning. Children are sufficiently confident to work and play independently and in small groups. They show interest in a range of first-hand activities and experiences. Overall, children make sound progress in their learning and achievement, given their capability and starting points.

Children use familiar words to identify what they want to do, such as, playing in a particular area. Some children respond to simple instructions, for example, sitting down as staff count them in the morning. Some children build up vocabulary that reflects the breadth of their experiences. More able children talk activities through reflecting on and modifying what they are doing, for example, making a pretend cake. Children draw and paint, sometimes giving meaning to marks. Some children draw lines and circles using gross motor movement. However, children are not always able to enjoy stories at the group. These often take place in large groups with children of mixed ages and with differing abilities. Consequently younger children become restless and distract the more able children who want to listen. Books are not well displayed to encourage the children to make good use of this area.

Children show an interest in numbers and counting, for example, they help staff to count the numbers of children present. Some children willingly attempt to count with some numbers in the correct order, such as, counting before they jump from the climbing frame. Children show an interest in shape and space by playing with shapes and making arrangements. They observe and use positional language. Children use size language, such as, 'big' and 'little'. However, challenges for more able children are not always in place during everyday routines and activities.

Children show an interest in why things happen and how things work, for example, the wind up tape measure. They have the opportunity to show curiosity, observe and manipulate objects on the interest tables. Children investigate construction materials, such as, building with bricks. They begin to try out a range of tools and techniques safely, such as, knives and scissors. Children show an interest in the world in which they live, for example, they plant and care for

seeds. However, staff provide limited opportunities for children to show an interest in Information Communication Technology and to become aware of how simple equipment works.

Children begin to recognise and differentiate colours and some are aware of the shade as they talk about their drawing being light and dark. They have the opportunity to describe the texture of things. Children sing a few simple, familiar songs. They have opportunities to show an interest in the way musical instruments sound. Children use available resources to create props to support role play. They engage in imaginative play based on their own first-hand experiences, such as, making a cake.

Helping children make a positive contribution

The provision is satisfactory.

Children learn about different cultures, backgrounds and religions as they celebrate different festivals through activities. The group has a suitable range of resources which positively reflect the wider community, helping children to become aware of diversity. Children with learning difficulties and those who speak English as an additional language are well supported by knowledgeable staff. This enables all children to take part in the activities offered at their own level and in their own way.

Children settle quickly at the group as their families receive effective support from staff at the group. They separate from their main carer with confidence and are eager to start their play. Children show increasing confidence in selecting and carrying out activities, such as, choosing what they want to do at free play time. They talk freely about their home, for example, talking about the animals they have at home. Children relate and make attachments to members of their group. They feel safe and secure and demonstrate a sense of trust, seeking staff out to tell them something.

Children's behaviour at the group is generally good. Staff are positive role models for the children. They are calm, quietly spoken and respect the children and their individuality. Staff use praise and encouragement to promote positive behaviour and to build children's self-esteem. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. Parents are given clear information about the group and the curriculum they follow and how it is offered. When their child starts, parents are asked to look through the group's policy folder. Information is shared through newsletters, a notice board and by talking to staff on a regular basis. Parents' opinions are sought through questionnaires to ensure that parents are satisfied with the care and education offered. Parents are involved in their child's learning by helping on rota duty and sharing library books with their children.

Organisation

The organisation is satisfactory.

The person in charge of the setting is appropriately qualified and experienced to provide care for young children. She has the support of an enthusiastic staff team and a supportive committee. The staff team are well qualified and are keen to update and extend their knowledge by attending regular training. This benefits the children attending the group and aids the professional development of the staff.

Staff work well together as a team and are clear about their roles and responsibilities within the group. The setting uses the key worker system, but parents have not been informed of who this is. They make mostly good use of the available time and accommodation. However, large group times do not always fully engage all of the children, mostly due to differing ages and abilities. Story time and transition times are the occasions when some children become unsettled or lack direction from staff. Organisation of space enables children to take the lead in much of their own play as they can independently select resources they would like to play with.

All legally required documentation is in place and is well maintained. However, the complaints log has not been kept fully up to date. The daily register provides an accurate record of the times of attendance of children, staff and visitors. The group's registration certificate is clearly displayed so parents have information about the conditions of registration.

The leadership and management of the setting is satisfactory. Staff regularly review their practice following training and support visits from the local authority. Recommendations and points for improvement following the last inspection have been tackled in a positive manner to help the group improve the service it offers children and parents. The development plan to address areas for improvement is carried out verbally. Positive links have been built with the school where the group operates, easing children's transition in to school. Links have also been built with staff at the nearby Children's Centre. Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the group agreed to make sure the system for registering children and staff attendance shows the actual hours of attendance; ensure the playroom is maintained at an adequate temperature; consider how information is made accessible to parents and carers, with particular regard to information on future topics and on the roles of rota volunteers and enable parents and carers to have full access to information about the pre-school and its provision.

Staff record the times of attendance of children, staff and visitors to ensure this provides an accurate record. Since the last inspection the group have moved into a different area and this is an adequate temperature. Parents are given a prospectus which outlines what the group offers and how they offer the curriculum. Newsletters give parents information on future topics and activities and activity plans are displayed in the playroom.

Complaints since the last inspection

Since April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- consider the re-organisation of snack to ensure that the needs of the children are met
- inform parents of the name of the key worker responsible for their child
- ensure that large group and transition times are well organised to ensure that children can learn effectively

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop ways to ensure that activities in all areas of learning offer sufficient challenge to the more able children
- improve children's access to technological resources
- improve children's access to the outdoor play area and ensure all areas of learning can take place outdoors
- continue to develop plans and assessments to cover all areas of learning and to help the children to move on to the next stage in their learning

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