

Brent Knoll Tadpoles Pre-School Ltd

Inspection report for early years provision

Unique Reference Number	EY357670
Inspection date	10 June 2008
Inspector	Michelle Tuck
Setting Address	50 Brent Street, Brent Knoll, Highbridge, Somerset, TA9 4DT
Telephone number	01278 769126
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Registered person	Brent Knoll Tadpoles Pre-School Ltd
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Brent Knoll Tadpoles Pre-school Ltd was registered in 2007. The pre-school and out of school provision are based in designated rooms on the ground floor of a private, detached property in Brent Knoll, Somerset. The pre-school serves the local community and surrounding geographical areas. The pre-school opens from 08.00 to 18.00 each weekday, term time only. A maximum of 20 children may attend the pre-school at any one time. There are currently 14 children on roll for the preschool, of which 11 are in receipt of funding for nursery education. The pre-school employs three members of staff who work directly with the children. All hold appropriate early years qualifications. There are 24 on roll for out of school care. The group supports children with learning difficulties and/or disabilities and there are no children that speak English as an additional language attending at present.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are developing very good habits to support them in achieving an active, healthy lifestyle. They enjoy choosing from a good range of fruit and have a drink of the milk at snack time. At lunch and tea time the children are offered a home cooked meal with an excellent variety of fresh vegetables and salad to choose from. They talk knowledgeably about the benefits of healthy eating. For example, they know that fruit and vegetables are good for you and say they make you healthy. Children with special dietary needs are able to make appropriate choices at meal times, without being made to feel different. Children are learning to wash their hands before eating or preparing food, in order to limit the risk of cross-infection.

Children have many opportunities to exercise their large muscles, outdoors. For example, they practise different skills, such as, jumping and walking carefully, weaving in and out as they practise balancing a bean bag on a racket. They use equipment, such as, a large slide, and swings when playing in the garden. They enjoy playing outdoors in the fresh air, and their parents are reminded to provide sun cream to protect them in hot weather. Children move carefully around the indoor environment, skilfully manoeuvring around the furniture to access different resources.

Children are very well cared for in the event of an accident as staff keep their first aid qualifications up-to-date and have an easily accessible first aid kit. Clear records of accidents are kept and shared with parents to support children's continuity of care. This is further supported by the effective medication procedures, which are implemented conscientiously to ensure that children's good health is promoted. Parents are all aware of the importance of protecting children from the risk of infection by keeping sick children away from the setting.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are happy and settled in the warm, welcoming and child-centred environment where they can play freely and safely. Staff minimise the risks of accidental injury through daily safety checks and regular risk assessments, however, not all electrical sockets are inaccessible to children. Staff have a good understanding of setting safe limits while allowing the children to explore the environment they play in. Children are learning to take responsibility for keeping themselves safe. They develop this further through gentle reminders from staff, for example, not to run around inside. Staff and children practise procedures to ensure their safety, such as, evacuation of the building in an emergency. However, the door was not locked on the second day of inspection and the key was left in the lock on the first day of inspection.

Staff ensure the rooms are attractively set up prior to the arrival of the children. They rotate the toys and resources within the daily routines to ensure all children access a variety of equipment. Children easily access and select the toys they wish to use from the wide range available and stored in low-level shelving units around the room. Regular communication ensures parents are aware of the toys and activities their child has participated in within their time at the nursery.

Children are protected by staff who have a clear understanding of the signs and symptoms of child abuse. Clear and effective procedures are in place for staff to follow should they have

concerns regarding a child in their care. Staff are aware of their responsibilities to the children and ensure they protect the welfare of children at all times. However, the child protection policy procedures have not been fully updated to reflect current practice in line the Local Safeguarding Children's Board (LSCB).

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children have wonderful opportunities to choose from a wide range of interesting and enjoyable activities. They are happy and settled at the pre-school and very familiar with the daily routines. For example, they enthusiastically tidy up and sit down to listen to a story before they prepare for lunch time. Children thoroughly enjoy their time at the pre-school and show they are comfortable and familiar with all staff members. They achieve very well because staff are skilled at understanding individual needs and meet them exceptionally well. Staff are highly skilled and use their excellent understanding of the Foundation Stage, to provide high quality care and education, through meaningful and well planned learning opportunities. Staff are skilled at introducing learning through play with differing levels of expectation, dependant on individual children's understanding and ability. Daily planning incorporates basic provisions, such as, sand, water, painting, role-play and games, as well as specific activities all linking to themes and each of the six areas of learning. Children blossom in all areas of development due to the exceptional way staff engage with them, encourage independence and value their individuality.

The quality of teaching and learning is outstanding. Children learn through rich, varied and imaginative experiences. Activities are planned to cover a wide range of exciting and stimulating topics across all six areas of learning. The playroom is presented in a vibrant way and promotes a topic so well that children are motivated and excited by the play opportunities and engage in everything on offer enthusiastically. For example, children have learnt about healthy eating, they have posters around the room and large pieces of fruit they have made are hung as mobiles, or laminated and displayed outside in the garden. Children easily recall what they have learnt, they know what foods are good for them and those that are not. When talking about teeth they identify that teeth, like the vegetables they have been exploring, have roots. The preparation of children's activities is excellent. Staff communicate with each other and the children constantly, which ensures their learning is rapid and highly effective. Children problem solve in all they do, make decisions about their play and think about the possible outcomes.

Children greatly benefit from small group time and one-to-one within a session. Teaching is consistently challenging for all children. Staff record children's progress along the stepping stones and use their observations from focus activities, to influence their future planning to ensure individual children's needs are being met. Children thrive as they have plenty of time and opportunity to practise their skills and learn from their peers. There is no pressure on children to succeed as all efforts are praised and valued. Children negotiate with others and take responsibility for their actions. They have an excellent awareness of right and wrong, in line with their stage of development.

Children learn about the world around them, through interesting activities. Every aspect of the children's learning is reinforced through meaningful, visual experiences. For example, children learn about the emergency services and safety, they look at different telephones, and how to contact the services if necessary. This is extended to beach safety, as this is very relevant for the children attending the pre-school. Activities such as this, results in children showing high levels of curiosity and good concentration.

Children listen very well to their favourite stories, they respond with enthusiasm to questions asked of them about the story and are very able to discuss and explore anything that arises. For example, when listening to the story of 'poorly bear' they are very knowledgeable about items, such as, thermometers and are able to talk about their own experiences of being poorly. Children are confident and independent in all tasks they attempt. The curriculum is successfully tailored to individual children's needs and abilities, which ensures effective support and sufficient challenges are provided to help children achieve their full potential.

Helping children make a positive contribution

The provision is outstanding.

Children are extremely well behaved as they understand the clear boundaries set by staff. Good behaviour is encouraged through positive role modelling provided by staff and consistent messages. Children are praised at every opportunity and their achievements are valued, which results in very proud children with high self-esteem. Children are outgoing and approach adults with confidence because staff listen well to the children and, therefore, they know whatever they have to say will be well received.

Children's individual needs are exceptionally well identified and met effectively. For example, through comprehensive assessments and recording, each aspect of their learning is planned for to ensure they are supported and fully involved in every aspect of the provision. Although there are no children currently attending with learning difficulties or disabilities or English as an additional language the staff are extremely aware of how to identify, support and liaise with parents and professionals to meet the child's individual needs. Children explore different cultures and festivals through a vast range of activities. Resources promote positive images of diversity and children learn through meaningful discussions about their local community and that of the wider world. Boys and girls have equal opportunities in everything they do and staff are particularly proactive at supporting both genders in their chosen activities. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is outstanding. Children greatly benefit from an effective partnership between the pre-school and home. Children's activities and learning are shared with parents through the effective use of newsletters, notice boards, informal discussions and regular opportunities to meet with their child's key worker to look at their child's folder and discuss their progress. Information is given to parents about the Foundation Stage curriculum, and parents can access policies and procedures easily.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. The well established, experienced staff team work together extremely well to provide a bright, welcoming and stimulating environment where children are nurtured and their progress is supported effectively. Staff are all familiar with the pre-schools policies and procedures, and implement them consistently to promote children's good health, safety and welfare. Daily routines provide a familiar structure, within which children can learn to be independent and take pride in their achievements. All regulatory documentation is in place, stored appropriately and available for inspection.

Leadership and management are outstanding. The whole staff team have a really strong commitment to improvement and regularly reflect on the children's activities and evaluate how

well they have supported children's progress. The person in charge is an excellent role model and provides good support for the rest of the team. Staff work together extremely well to ensure that children access a wide range of activities and that all curriculum areas are covered. They plan activities that support development and also respond well to children's interests and needs. As a result, children are making very good progress towards the early learning goals.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since registration 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):

- ensure all electrical sockets are inaccessible to children
- ensure the door is always locked and the key stored out of reach to children
- ensure the child protection policy reflects procedures in line with the Local Safeguarding Children's Board (LSCB)

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk