

# Bramfield Stepping Stones Pre-School

Inspection report for early years provision

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**Unique reference number** EY375200  
**Inspection date** 24/02/2009  
**Inspector** Deirdra Keating

**Setting address** Bramfield Village Hall, Bridge Street, Bramfield,  
HALESWORTH, Suffolk, IP19 9HZ  
**Telephone number** 01986 784 586  
**Email** drmethere@tiscali.co.uk  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

Bramfield Stepping Stones Pre-School opened in 2008 and operates from a specifically adapted and converted room that is part of the village hall. Children have access to an enclosed outdoor play area. The pre-school is situated in Bramfield Suffolk. It is open each weekday from 09.15 to 11.45 and 12.45 until 15.15 a lunch club operates from 11.45 to 12.45 the pre-school operates during term time.

The pre-school is registered on the Early Years Register. A maximum of 18 children may attend the pre-school at any one time. There are currently 18 children aged from two to under five years on roll, some in part-time places. The pre-school currently supports a number of children with learning difficulties and/or disabilities and children who are learning English as an additional language.

There are four members of staff who all hold early years qualifications. The pre-school provides funded early education for three and four-year-olds.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding. The pre-school is led by an innovative and motivated staff team who truly value the process of self-evaluation and work extremely hard towards continuous improvement. Children are all welcomed and their needs exceptionally met in the Early Years Foundation Stage. Effective partnership working with parents and the local school ensures that all children can fully participate in the setting. The setting successfully promotes a safe and inclusive environment in which all children and their families are highly valued.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- developing the use of reflective practice to identify the setting's strengths and priorities for improvement that will continue to improve the quality of the provision for all children.

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

The dynamic staff team work extremely well together with the management committee to promote children's welfare, care and safety to an exceptionally high standard. They have a clear vision for the future and have worked incredibly hard to establish the new premises that has been creatively converted to best suit the needs of the children. Staff strongly strive to continue to improve outcomes for children in all areas. Plans to bring about improvements are clearly targeted, for

example, they have recently developed an effective way of sharing information with the local school to ensure that children receive the best continuity of care during transitional periods or when attending more than one local provision. The self-evaluation reflects the setting's ability to reflect and improve practice; this will require careful monitoring to ensure that the outstanding practice is consistently maintained. Written policies and procedures underpin all areas of practice. They have been updated in line with the requirements of the Early Years Foundation Stage and truly reflect the setting's high quality practice.

This pre-school has strong community ties working closely alongside the school and other local providers to ensure children receive excellent continuity of care. Links with the local school are very well developed, they communicate openly and have built relationships where they can work closely together to promote inclusive practice and ensure children's ongoing well-being. Parents form the base of this community project, they are proactive and extremely keen to support the pre-school by setting up fundraising events and undertaking committee responsibilities. Parents and carers are highly valued by the setting and are invited in to share their skills and interests with the children. Parents benefit from receiving excellent information within the Stepping Stones brochure; which includes information about how children's learning occurs as an outcome of their individual interests and abilities. Staff have built positive relationships with parents and good two-way communication systems to ensure that they are actively involved and support children's learning at home.

## **The quality and standards of the early years provision**

Children at the pre-school are making exceptionally good progress across all areas of learning and development. Their motivation to learn is enhanced by extremely skilled staff who participate fully in all activities. Superb planning and organisation ensure that every child enjoys and is suitably challenged by the stimulating learning experiences provided for them. Children are involved in the planning of the environment giving them control over their learning and strong emphasis is placed on responsive planning to provide activities that meet their individual needs. Children's individual needs are met extremely well by flexible staff who are secure in their roles and have an excellent understanding of how to provide effective support for children with learning difficulties and/or disabilities. The setting's accredited Special Educational Needs Coordinator (SENCo) is very proactive in sourcing information and training which promotes children's full participation in activities. Staff work in close partnership with parents and have developed links with outside professionals and local schools to ensure children are all inclusively welcomed and can make good progress in relation to their starting points and capabilities. Children's achievements are highly valued and recorded in learning journeys which are proactively shared with parents.

Children are given many choices and often asked to think critically. Staff provide flexible resources that can be used in many different ways to facilitate children's play and exploration. Boxes, pots and sticky backed paper are used to build on ideas and concepts that children have developed and thought about at home. Children thoroughly enjoy making rockets and participate with high levels of

involvement using a range of materials that they have recycled. Staff use encouraging, friendly and lively approaches to support children and increase their motivation. They ask for children's opinions on how to solve problems, for example, as they try to fix tubes onto boxes using glue and calculate how much sticky backed paper they will need. Children count as part of their everyday routine; they are adept at counting out plates at snack time and calculate how many they will need. Staff provide superb role models for children at the pre-school they are calm, respectful and model being active learners as they work with children. Staff role play using the props and becoming fully involved at children's requests. As a result, the spaceship role play is exciting and children participate with great enthusiasm counting down from 10 to one in loud voices.

Children show an excellent understanding of agreed group rules as they sit down on the carpet, they sign their names for the register and are given lots of praise and encouragement. Children confidently offer contributions using language to clarify events. Staff follow children's interests exceptionally well as they model active listening; showing respect for what a child has to say and following the direction of discussion with genuine interest. Consequently, children contribute confidently and are motivated and interested as they offer their thoughts and interests at group time.

Children are fully safeguarded and their welfare is promoted exceptionally well. All staff have a secure understanding of procedures to protect children and a thorough risk assessment ensures a high level of safety every day. Children enjoy a healthy diet and are provided with fresh nutritious snacks. They enthusiastically wash and dry their own hands, and blow their noses on clean tissues. Snacks are extremely healthy and include fresh seasonal fruits, savoury snacks and milk or water. The children are fully involved in the preparation of snack time and accomplish many new skills. Staff provide superb support allowing children to use real resources and carefully selected equipment to gain new skills. Children competently chop fresh fruit and pour drinks. They enjoy physical activities and dance to lively music where all children eventually take part as they start to enjoy the rhythm. They warm up and learn about the changes to their bodies during exercise, staff provide excellent role models as they dance enthusiastically and talk to children afterwards about changes to the body during exercise and the need to have regular drinks.

The outdoor learning environment is highly valued in this setting and seen as an extension of the room. Its raised position provides a good view of the street outside where children observe rubbish being collected, building on their knowledge of waste cycles. During warmer months staff adapt all activities and spend most of the session outside using an all-weather gazebo to shelter them from the elements. This area is well resourced and imaginatively laid out despite being in the early stages of development. Children take an active part in creating a wildlife spiral in the nature garden, they thoroughly enjoy digging the soil, transporting it in wheelbarrows and arranging logs. They accomplish many new skills and are animated and interested as they learn about nature and mini-beasts during these real experiences outside where their curiosity and interest is enhanced.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration or the last inspection.

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.