

Brixington Pre-School

Inspection report for early years provision

Unique reference number EY333658
Inspection date 08/10/2009
Inspector Kevin Wright

Setting address Knappe Cross Community Centre, Brixington Lane,
Exmouth, Devon, EX8 5DL

Telephone number 01395 269765

Email

Type of setting Childcare on non-domestic premises

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 rates 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 08456 404040, 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.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Brixington Pre-school is managed by the Pre-School Learning Alliance. It opened in 1973 and has since re-registered twice. The group opened in its current premises in April 2006. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for up to 26 children, aged from three to under five years, and operates from a community hall in Brixington. Morning sessions are from 09:15 to 11:45 on weekdays in term time. There is a lunch club from 11:45 to 13:00 and afternoon sessions are held on Thursdays and Fridays from 13:00 to 15:30. There are currently 26 children on roll, including 22 funded three and four-year olds. The pre-school has disabled access and welcomes and supports children with special educational needs and/or disabilities. Five staff work with the children, all of whom have appropriate early years qualifications. The centre manager has NVQ Level 4 Management, the deputy has a Diploma in Pre-School Practice, Of the three other staff, one has a National Nursery Examination Board (NNEB) qualification and two have NVQ Level 3. The group is part of a quality assurance scheme and has been accredited at Level 3 by the Pre-School learning Alliance. The setting receives support from the Local Authority including visits from the Early Years advisor. Partnerships with parents and outside agencies are well developed and effective.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children grow as confident, independent learners, able to choose from the range of stimulating activities available within the setting. The key person system functions well and parents and carers feel well-informed about their child's progress and wellbeing. The pre-school is fully inclusive and its track record shows there is good capacity for further improvement. The quality of leadership and management is good. There is a strong focus on ensuring that a good range of learning opportunities are available to children and that they match individual needs.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend the use of labels on familiar objects around the setting to develop children's awareness of word recognition.
- develop further strategies to check for children's understanding of new words and phrases used in stories read to groups or introduced into play, particularly for the younger or less able children.

The effectiveness of leadership and management of the early years provision

The good quality of leadership and management means that children receive a broad provision in a caring atmosphere that also links to individual needs. This enables children to make good progress in a welcoming and enabling pre-school. The management team provide a clear direction and sense of purpose to ensure that the pre-school addresses the demands of the Early Years Foundation Framework, so that children make good progress in each of the six areas of learning and development. Regular self review and external review enables the pre-school to adjust and develop its provision to meet new demands and additional needs. The pre-school is attentive to parental opinion and request is evidenced by changes to a child's activity options and focussed support within sessions in response to dialogue with the parent/carer. Information is shared productively between staff and parents/carers to ensure a good picture is built up of each child's all round progress. There are regular opportunities for learning to be carried over into the home environment and the overview of medium term plans and focus are shared with parents. There is a commitment to inclusive practice, a recent example being the involvement of a speech therapist and additional one-to-one support for a child experiencing difficulties. Efficient and effective liaison with a range of outside agencies has enabled the appropriate support to be brought into play. Procedures to ensure the health and safety of children are fully in place and the plans for the development of the setting environment includes renewing fences to ensure the outside play areas continue to be safe. The necessary checks are undertaken for all adults in sole contact with children. All staff members are well trained in safeguarding matters and there is evidence that appropriate action has been taken in this with regards to where concerns have arisen. Safety checks are carried out daily to ensure the environment and equipment are fit for purpose. Staff are vigilant in this regard and alert to the safety of the children throughout their activities. There is good organisation and maintenance of the resources available to children and much care and thought has been put into ensuring that the setting is a bright, attractive, welcoming and safe environment. The recommendations of the previous inspection have been properly addressed.

The quality and standards of the early years provision and outcomes for children

Children make good progress in a bright attractive setting where children's needs are addressed by caring staff. There is a broad and freely-flowing provision that allows each child to choose from a good variety of activities and resources, both indoors and outside.

Staff are beginning to use the Early Years Foundation Stage framework effectively when making assessments of each child's progress and in deciding the 'where next' progression points for each child. Adults encourage the children to develop their independence and the caring and supportive atmosphere builds the individual's confidence. Parents strongly endorse the work of the staff in this regard and speak highly of the progress made by their children in terms of independence and confidence. As one of the managers remarked, "We encourage each child to feel

confident about deciding on things according to their interests and preferences". There is also a strong sense of community developed through communal activities such as singing together, enjoying their healthy snack time together sat around tables talking, playing group games both indoors and outside, enjoying listening to stories together and tidying up. Children are keen to accept responsibility as shown by monitors helping at snack time. Further opportunities might be found for children to involve themselves in similar activities of 'doing things for others'. Parents report that children are happy and enthusiastic about coming to the pre-school and enjoy their time at the setting. Where a child has had difficulties relating to others and presented a potential danger, parents report that the management of the issue by staff has been very effective both for the child concerned and in ensuring the safety of others. Children confidently pour themselves mugs of water from a readily available supply whenever they wish to. They know about washing their hands, particularly before handling food. Children play well together and show a general awareness of behaving in a safe manner. Staff set an excellent example in showing children how to relate to one another. Children respond well to staff because they like them and trust them. Children participate well and show an interest in staff-led activities based on number and counting. More opportunities might be found to stimulate awareness of numbers in independent play. Children also enjoy focussed activities on introducing and consolidating letter recognition and initial sounds, and in following stories read by staff.

The pre-school should consider extending the use of labels on familiar objects around the setting to develop further children's awareness of word recognition, particularly for the older or more able children. Within story-telling the pre-school should develop further strategies to check children's understanding of new words and phrases used in stories or introduced into play. Staff monitor the environment continually for safety and demonstrate a strong regard for the statutory requirements that ensure children's health, safety and well-being. Good quality focussed activities, for example making cakes, ensure that children steadily develop their range of skills and ability to handle equipment and tools.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met