



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 306501

DfES Number: 518070

### INSPECTION DETAILS

Inspection Date 26/05/2004  
Inspector Name Jean Evelyn Thomas

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Brookhurst Pre-School Group "Stepping Stones"  
Setting Address Brookhurst Road  
Bromborough  
Wirral  
Merseyside  
CH63 0EH

### REGISTERED PROVIDER DETAILS

Name The Committee of Brookhurst Pre-School Management  
Committee

### ORGANISATION DETAILS

Name Brookhurst Pre-School Management Committee  
Address Brookhurst Road  
Bromborough  
Wirral  
Merseyside  
CH63 0EH

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Brookhurst Pre-School Group "Stepping Stones" opened in September 1990. It operates from a mobile classroom in the grounds of Brookhurst Primary School and has use of the school hall. There is an enclosed garden fitted with a safety surface and grassed section for outdoor play. The pre-school group serves the local area.

There are currently 56 children on roll. Children attend a variety of sessions. The setting supports children with special needs. The group opens five days a week during school term. Sessions are from 09:15 until 11:45 and 13:00 until 15:30 hours.

There are six members of staff employed to work with the children. All staff are appropriately qualified.

### How good is the Day Care?

Brookhurst Preschool Management Committee provide good quality care for children. The setting provides a welcoming and stimulating setting for children. The organisation of the service is good, a contributing factor for this is the continuity of staff. Detailed policies and procedures form part of the service's operational plan, although there is an omission in the child protection policy.

There is a commitment for staff to keep well informed of current child care practices through attending training courses and using appropriate publications for reference. The required documents are well maintained and available for inspection. This information is used to ensure the appropriate care is offered to children. There are good systems in place to protect children including conducting risk assessments which are regularly updated and all member of staff being qualified first aiders.

The staff plan a wide range of activities which help children make progress in all areas of development. The service is well resourced to support the planned activities and to further extend the children's learning opportunities. The behaviour management strategies encourage children to play cooperatively together. The staff meet and respect the individual needs of children and generally promote equality of

opportunity.

There are effective systems in place to work in partnership with parents.

#### **What has improved since the last inspection?**

The child protection procedure has been amended, however some detail / procedures are still missing and it has been raised again as a recommendation at this inspection.

#### **What is being done well?**

- Staff are enthusiastic about pursuing training and the use of relevant publications and printed articles pertaining to child care to keep themselves well informed of current good practice. The staff have organised a file of information documents for their own reference resource.
- Staff / child ratio's exceed the minimum standard which enables staff to offer good support to children and ensure a high level of supervision. The ratio's allow interaction between staff and children to be plentiful and it is with purpose for example staff are involved in different activities including the role play area. They use these opportunities to extend the child's vocabulary and self esteem in showing interest in what the children are doing and saying.
- The provision of well planned activities offers children interesting and challenging experiences. Staff have high expectations of the children's capabilities, however activities are adapted to be suitable for all ages of children attending for example the selection of books linking into the topic.
- Organisation of the session gives children ample opportunity to pursue activities at their own pace allowing them to concentrate on an activity of their choice for their chosen length of time enabling them to explore, investigate, perfect skills and for their own play ideas to be developed.

#### **What needs to be improved?**

- the child protection procedure to ensure it clearly identifies the procedure to be followed in the event of an allegation being made against a member of staff
- resources promoting equality of opportunity.

#### **Outcome of the inspection**

Good

## **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## **WHAT NEEDS TO BE DONE NEXT?**

### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
9	Extend the existing visual images within the play room, which promote equality of opportunity to include disability.
13	Ensure the child protection procedure clearly identifies action to be taken if an allegation is made against a member of staff.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The overall quality of the nursery education at Brookhurst pre school is good. Children make very good progress towards the early learning goals in personal, social and emotional development, communication, language and literacy, physical development and creative development. Children make generally good progress in mathematical development and knowledge and understanding of the world. The quality of teaching is generally good with some very good aspects. Staff have generally good knowledge of the early learning goals and this is reflected in the range of varied and interesting practical activities provided. Planned activities effectively cover all areas with the exception of chances for older and more able children to solve mathematical problems involving number, develop ideas of simple addition and subtraction and for children to develop their understanding of the uses of technology. Staff manage children's behaviour well. They effectively develop children's confidence, independence and consideration for others. Staff form positive, warm relationships with the children. They provide good support for individuals and cater well for different abilities. Staff ask questions which effectively challenge children to think. They make very good use of the resources available to promote learning.

The leadership and management of the pre school are generally good. Staff are clear about their roles and work well together as a team to plan and teach. The pre-school leaders are committed to improving the quality of their provision. Staff attend regular training courses which has a positive impact on children's learning. Procedures for monitoring and evaluating the provision work generally well but do not always identify gaps in planning.

The partnership with parents and carers is very good. An informative brochure and notice board give parents useful details about the setting and its provision. They are very well informed about their child's achievements and progress.

### What is being done well?

- Staff have positive, warm relationships with the children. They make good use of praise to effectively build children's confidence and self esteem.
- Children behave very well in response to staff's high expectations.
- Staff cater well for children's individual needs, providing good support.
- Children's speaking and listening skills are developed well.
- A very good partnership is fostered with parents and carers. This has a positive effect on the quality of children's learning.

### What needs to be improved?

- the planning to include more opportunities for older children to solve simple mathematical problems involving number and for older children to develop ideas of simple addition and subtraction
- the opportunities for all children to develop awareness of the uses of technology.

#### **What has improved since the last inspection?**

The pre school has made very good progress in meeting the point for development identified in the previous inspection report. This required the pre school to consider ways of increasing the scope for indoor physical play. Staff use the indoor area effectively for dance and action rhymes, and are able to use a small indoor climbing frame. Once per week the children use the adjacent school hall for indoor physical activities. Staff have also improved the outdoor physical play area since the last inspection. The area now has a safety surface and a greater variety of wheeled toys. These improvements have had a positive impact on children's learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children behave very well and are developing a good sense of right and wrong. They have positive relationships with staff and each other. Children co operate well to develop a role play activity about a trip to the beach. They demonstrate care and consideration for others as they pretend to be 'brothers' and 'sisters'. Children display a high level of personal independence as they change shoes and put on coats. They confidently share and take turns during a table top game.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are effectively learning to express their thoughts and ideas clearly, using an increasing vocabulary. During circle time they confidently explain and describe the 'treasure' they have brought in. Children express their feelings well in role play scenarios. They show clear enjoyment and understanding of stories. Many children show confidence in suggesting objects which begin with different letter sounds. Older children are making very good progress in learning to form letters correctly.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children confidently count up to ten and beyond daily at circle time and during other activities. They demonstrate a good awareness of mathematical language as they describe making a 'big circle' and discuss different sizes of fish in a story. Children learn to solve problems involving measure as they measure and cut paper to fit a 'flag' . They have too few planned opportunities to solve simple problems involving number, or to develop ideas of simple addition and subtraction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing good skills of observation and investigation as they watch tadpoles grow, and observe what happens when dry seaweed is placed in water. They are effectively learning to design and make models of landmarks such as 'Big Ben', using a variety of materials. Children learn about features of their immediate environment, but have fewer chances to learn about the uses of every day technology.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence and show a good awareness of space as they move around the indoor hall and the outdoor play area. They confidently negotiate the outdoor play space using wheeled toys. Children demonstrate a good level of proficiency as they use scissors and play dough tools. They use a climbing frame with confidence. After exercise children effectively learn about the effects on their bodies as they feel their heartbeat and pulse.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children effectively learn to explore colour through colour mixing, printing and collage. They explore the texture of vegetables and the materials which they use to make 3D models. Children express their own ideas in painting, drawing and modelling. They communicate their ideas well and respond imaginatively during role play.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- adapt planning to include more opportunities for children to solve simple mathematical problems involving number and develop ideas of simple addition and subtraction
- develop awareness of the uses of technology.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*