



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 311320

DfES Number: 522005

INSPECTION DETAILS

Inspection Date 22/03/2004
Inspector Name Ann Law

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Brockholes Pre-School
Setting Address C/O Brockholes (ECC) School
Brockholes Lane, Brockholes, Holmfirth
Huddersfield
West Yorkshire
HD9 7EB

REGISTERED PROVIDER DETAILS

Name The Committee of Brockholes Pre-School

ORGANISATION DETAILS

Name Brockholes Pre-School
Address Village Hall, Brockholes Lane
Brockholes
Holmfirth
West Yorkshire
HD9 7EB

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

Brockholes Pre-school opened in 1976. It operates from a portacabin in the grounds of Brockholes Junior and Infant school, in the village of Brockholes, near Holmfirth. The group has access to a large activity room, toilets, kitchen, store cupboard and a fully enclosed outdoor play area. The group serves the needs of the local community.

The group are currently caring for 40 children from two to five years old. This includes 21 funded three year olds and 8 funded four year olds. Children attend for a variety of sessions.

The setting does not currently support any children with special needs, or speak English as an additional language.

The pre-school opens five days a week during term time. Sessions are from 09:00 to 11:30 Monday to Friday and from 13:00 to 15:30 Monday to Thursday.

Six part-time staff work with the children. Two staff members are currently working towards a level 3 early years qualification. The setting is managed by a committee of parents and receives support from the Local Authority.

How good is the Day Care?

Brockholes Pre-school provides good quality care for children. The setting is clean, attractively decorated with children's artwork and displays and has a welcoming atmosphere. Space is used effectively with clearly defined areas in which children can play, rest and eat. The children independently access a very good range of toys and activities, which reflect the diversity of our society. There is a comprehensive range of policies and procedures that support high standards of care. However, some policies require attention to bring details up to date. All of the required documentation is in place. The staff have a firm commitment towards relevant early years training. Induction procedures for new members of staff are not clear.

Staff have a high awareness of risks to children's health and safety and all staff hold current first aid certificates. Systems are in place to promote security within the setting. However, the arrangements for registration need to be improved. Children's hygiene routines are actively promoted and staff act as good role models. Parents are made aware of the groups duty to protect children. Staff have a good awareness of children's individual needs, particularly in relation to diet, age and religion and an effective key worker system is in place.

Through a well planned routine and organised deployment of staff, children's development needs are met, both indoors and outdoors, making full use of the natural world. Staff interact well with the children and positive methods are used to manage children's behaviour effectively.

The setting has a positive relationship with parents and a variety of methods provide them with detailed information about the provision and their children's progress and encourage involvement in their child's learning.

What has improved since the last inspection?

At the last inspection the provider agreed to put in place an operational plan and devise a procedure for lost or uncollected children. These are now in place and contribute to the organisation of the setting and the safety of the children on and off the premises.

What is being done well?

- The setting is very well organised and space is used effectively to offer children a very good range of stimulating activities in a bright and cheerful setting. Children's photographs and named artwork are valued and displayed at child height around the setting, promoting self-esteem.
- There is a very attractive, safe outdoor play area. Effective deployment of staff gives children free access to the outdoors throughout pre-school sessions. Children are familiar with their surroundings and themes are extended to include outdoors, allowing children to show curiosity in the natural world.
- Very good relationships are held between the staff and children. The quality of the interactions demonstrates a mutual respect and warm and trusting relationships are held. The stable and committed staff team work well together and have a positive impact on the children. The children are confident, happy and settled.
- Effective relationships are in place between staff and parents and a regular flow of information is available. Parents are welcomed into the setting and are encouraged to take a part in the life of the pre-school on the management committee or at fund raising events and open days. A variety of methods are used to keep parents fully informed, a prospectus, notice board, newsletters and individual records of achievement are all successfully used.

What needs to be improved?

- the arrangements for registration
- the induction procedure for new staff
- the policy for behaviour management to include bullying
- the arrangements for maintaining confidentiality of incidents
- the policy for complaints to ensure correct contact details
- the policy for child protection with regard to allegations of abuse being made against a member of staff and correct contact details.

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 |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | Improve the system for registration of children, staff and visitors to the setting. |
| 2 | Further develop the procedure for induction of new staff members. |
| 11 | Improve documentation relating to behaviour management by including procedures for bullying in the policy and ensuring confidentiality of any incidents recorded. |
| 12 | Improve complaints procedure by ensuring correct details for the regulator are included. |
| 13 | Improve the child protection policy to clearly state the procedure to follow if allegations of abuse were made against a member of staff or volunteer and ensure contact numbers are current. |

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

How effective is the nursery education?

Brockholes Pre-school provides a welcoming atmosphere where children are happy, confident and settled and make very good progress towards the early learning goals. Good use is made of space enabling many activities so children are able to learn effectively. The presentation of resources encourages children to be independent in a purposeful and challenging environment.

The quality of teaching is very good. Staff are very enthusiastic and work well together to plan an interesting, stimulating curriculum. However, consideration needs to be given to the provision of resources for ICT and the opportunities for children to access musical instruments. Staff are well motivated and this has a positive impact on the children's learning. They are good role models and manage behaviour very well. Planning is well organised and understood by all staff. It covers all areas of learning successfully. However, the short term planning does not always link to observations of what children know and can do. Effective deployment of staff ensures sessions run smoothly.

Leadership and management is very good. The setting is committed to providing a high standard of service to children and their parents. Comprehensive and effective policies and procedures relate to most aspects of the National Standards and impact well on the children. The new committee support the staff very well and are developing the appraisals system to ensure effective evaluations are carried out on the staff and the setting. There are good opportunities for staff to attend relevant training and this is supported well by the committee.

Partnership with parents is generally good. They are provided with a regular flow of good information regarding their child, the setting and the Foundation Stage in a variety of ways. However, consideration should be given to encouraging parents to share information about their child and using it to inform the planning for the child's next steps in learning.

What is being done well?

- Children's personal, social and emotional development is fostered very well. The setting provides good opportunities for children to mix in small and large groups, allowing children to develop a high level of social skills and form good friendships.
- Staff provide challenging and interesting practical activities for children. All areas of continuous provision have clear learning intentions and detailed staff prompts displayed next to them. This ensures that all staff are aware of, and make the most of, all learning opportunities within the setting.
- There is a very attractive outdoor play area, which is freely accessible to children throughout the sessions due to effective deployment of staff. Good

planning ensures that the outdoors is always included in any theme, extending children's opportunities to learn in a variety of ways and explore the natural world.

- Relationships throughout the setting are very good. Staff work together effectively as a team and are actively involved in children's play, helping them to become confident and independent learners. Behaviour is of a very high standard.

What needs to be improved?

- the resources and opportunities for children to show an interest in ICT and learn how to operate simple equipment
- children's opportunities to show an interest in the way musical instruments sound
- the encouragement of parents to contribute information regarding their child's progress and incorporate it into the planning for the child's next stage of development
- the observation and planning system to ensure they take into consideration what children already know and can do.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection. Three out of four key issues have been addressed satisfactorily.

Further training has been provided for all members of staff and training plans are now in place which are being effectively implemented, which they hope will have a positive impact on the education provided.

More opportunities have been provided for children to respond to different cultural and religious events. The setting has many resources which reflect the cultural diversity of our society in their continuous provision and effective planning ensures religious festivals are included, giving children a wider perspective of the world in which they live.

The provision of large items of equipment for physical development has been improved. A good range is provided in a safe outdoor area enabling children's development of gross motor skills.

One key issue has not been addressed and this remains in part as a key issue from the last inspection. Parents are not encouraged to contribute to assessments by sharing observations of their child's learning at home. This is a point for consideration.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and settled. They are enthusiastic and well motivated towards learning. Most four year olds sit and concentrate at group times and confidently speak out to express their opinions. Children's independence is good and they take responsibility for selecting their own tasks and their personal care. They establish good relationships with each other, and staff, and are confident with visitors to the setting.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's language is developing well as a result of good staff interaction. They respond well to challenging questions from adults. Children engage confidently in conversation with each other and when organising their play. They use books independently and are aware that print carries meaning. Most children can recognise their own name and some four year olds can write their name accurately on artwork.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children demonstrate an understanding of number and confidently use it in many areas of play. Most four year olds can competently count to ten and three year olds are beginning to count, although less reliably. Children use mathematical language with confidence and often use positional language in their play. Some four year olds are beginning to understand the concept of calculation and relate it to everyday experiences such as snack time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing a good understanding of nature and living things through a well resourced provision and well planned activities to foster curiosity. Full use is made of the outdoor play area, for example the greenhouse growing project. Children have less opportunities to develop an interest in ICT and learn how to operate simple equipment. They are beginning to understand about their own culture and the cultures and beliefs of others through themed activities.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children show an awareness of space as they move confidently and safely both indoors and outdoors and use a good range of large equipment to develop their co-ordination. There are many opportunities to develop hand and eye co-ordination, including painting, drawing and pouring. They show an awareness of their bodies when active and of keeping healthy by understanding what food is good for you.

CREATIVE DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children eagerly explore colour, texture and form using a wide variety of materials and tools which they are able to self-select from. They use their senses well, enjoying the warm smell of salt dough chicks baking in the oven. They can communicate their ideas and express themselves well through imaginative play. Children enjoy songs and rhymes, although opportunities to spontaneously enjoy musical instruments are limited.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improve the following:
- consider the availability of resources and opportunities for children to show an interest in ICT and learn how to operate simple equipment and the opportunities for children to show an interest in the way musical instruments sound
- encourage parents to contribute information regarding their child's progress and incorporate it into the planning for the next steps of the child's development
- further develop the short term plans basing them on observations of what children can do.

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.