

# Breakspeare Community Pre-School

Inspection report for early years provision

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**Inspection date** 04/07/2011  
**Inspector** Jane Mount

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**Type of setting** Childcare on non-domestic premises

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## 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*.

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## Description of the setting

Breakspeare Community Pre-School has been in operation for many years although was newly registered in November 2010 following a move to new premises. The new, purpose built premises are situated within the grounds of Tanners Wood School in Abbots Langley, Hertfordshire and on the same site as a Children's Centre. The setting consists of a large room, a smaller room and associated facilities including toilets, a kitchen and an office. There is a secure, enclosed outdoor play area.

The provision is registered by Ofsted on the Early Years Register. A maximum of 32 children in the early years age group may attend at any one time, with none under the age of two years. There are currently 95 children on roll, including children who receive government funding for early years education. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

Breakspeare Community Pre-School operates term time only. It is open each weekday with morning sessions from 9.15 am to 11.45am and afternoon sessions from 12.30pm to 3pm. A lunch club operates each day from 11.45am to 12.30pm. There are nine members of staff employed to work with the children, four of whom hold appropriate early years qualifications, including the manager who has a teaching qualification. Two members of staff are currently in the process of completing early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Highly positive partnerships with parents ensure children's individual needs are met and an inclusive, child centred environment is provided. A committed staff team effectively implement the setting's policies and procedures to ensure children are safe and their welfare is fully protected. They support children well in their learning and development and children are making good progress towards the early learning goals. The provision has a positive attitude to improvement and is aware of their key strengths and the areas they wish to develop further. Systems to effectively monitor the quality of the service offered and to ensure continuous improvement, such as self-evaluation have been introduced.

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

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

- develop further a quality improvement process, such as self-evaluation, to closely monitor and extend effective practice to ensure continuous improvement.

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

Arrangements for safeguarding children are secure and children's welfare is protected. Clear management responsibilities in relation to child protection have been established, including having two named designated persons responsible for ensuring the correct safeguarding procedures are followed if there was a concern. All staff complete safeguarding training and then regularly update their knowledge to ensure they have a secure knowledge and understanding of how to protect children's welfare. Recruitment and vetting procedures are robust and ensure staff are suitable to work with children. Risk assessments, including daily checks and assessments for outings, ensure the environment remains safe at all times, with any potential hazards identified and minimised immediately. Children's safety takes high priority and staff closely supervise children. The security of the premises ensures no unauthorised person can gain access and that children cannot leave unsupervised. All required documentation to ensure the safe and efficient management of the setting is in place and shared appropriately.

The leadership and management of the setting is strong which results in staff who are clear about their roles and responsibilities and who work very well together as a team. Continuous professional development is positively encouraged and staff regularly attend a variety of early years courses and workshops to ensure they are well informed and their childcare knowledge is kept up-to-date. Staff are led by a manager who has a clear vision for the setting and they all work hard to provide a good quality service. They are aware of their key strengths and have some systems in place to monitor and assess the quality of the provision, such as using staff meetings to evaluate practice and seeking the views of parents. A self-evaluation system to systematically identify the setting's strengths and the areas they wish to develop further has been implemented. The setting plans to develop this further and aims to actively use this as a way of ensuring continuous improvement. They are also in the process of completing the Herts Quality Standards accreditation which is a county lead quality improvement scheme.

Good use of space, resources and effective staff deployment ensures an environment that is safe and fully inclusive. As a result, children are happy and confident in their play and quickly develop a strong sense of belonging. All children and their families are valued and included with staff who are approachable and friendly. Parents receive good quality information about the pre-school and staff are forthcoming in exchanging information with parents. A key person system and highly effective settling-in procedures ensure children's individual needs are met and children receive continuity in their care and learning. Many ways are used to share information with parents, including informative notice boards and regular newsletters. Parents are kept fully informed about their children's progress and achievements with children's profiles regularly shared with parents. Parents' feedback about the pre-school and staff is very positive. Effective systems for working with parents and other agencies ensure children with special educational needs and/or disabilities are closely monitored. The setting shows a positive attitude and awareness of liaising with other early years providers delivering the

Early Years Foundation Stage and have established good links with the local schools to support children's transition when moving on to school.

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

Children's learning and development are fully promoted. Staff understand that every child is unique and are effective in ensuring that all children, regardless of their starting points, are fully integrated and supported. A key person system is used and staff closely monitor children's learning through regularly observing and assessing their key children to identify their achievements and progress over time. Children's development records, called profiles, show how they are progressing and this information is effectively used when planning future play experiences for individual children. Consequently, children are making good progress towards the early learning goals. Activities and play experiences cover the six areas of learning and take account of children's interests and abilities. Staff work hard to provide a child-centred, enabling environment where the daily routine has a balance of child-initiated and adult-led play. Children enjoy their surroundings and show a keen interest in what they do. They arrive happy and quickly settle and engage in activities. Their independence skills are encouraged as they can freely access both the indoor and outdoor environment. Children take an active role in snack time, independently deciding when they want to have a snack. They confidently go to the toilet on their own and put on and take off aprons when participating in art and craft activities. They know when it is tidy up time and keenly help to put away resources.

Children have regular opportunities to explore varied art media on a daily basis and can freely access a varied range of art and writing materials. They enjoy the sensory experience of paint when investigating the changes to colours when painting. They delight in using a straw to blow bubbles when playing with soapy water and enjoy making tracks in the sand when playing with toy cars and lorries. Children use their imaginations to express themselves and confidently share ideas and thoughts with their peers, such as when playing together with very large cardboard boxes. They respond with enjoyment when listening to stories and enthusiastically join in with songs and rhymes. Children have regular opportunities to become familiar with the written word, such as when they are encouraged to find their name card on arrival at the setting or when deciding to have their snack. Children learn about the wider world and about other cultures and have many opportunities to talk about their families and home life. They learn about the local community and enjoy outings, such as a recent bug hunt in the nearby school field. Children develop a strong interest in nature and the environment. They love playing with mud in the garden area or planting and growing vegetables or watching caterpillars and butterflies at close quarters when learning about the life cycle of a butterfly.

Staff promote children's good health and well-being and take effective steps to prevent the spread of infection. Children have regular opportunities to learn about how to stay healthy. They are aware of the need to wash their hands before they eat and after visiting the toilet and, when asked, older children are able to

confidently say the reasons for doing so. Healthy eating is encouraged and children are provided with healthy food choices at snack time and are learning about the benefits of eating fruits and vegetables. Plenty of fresh air and exercise keep children fit and they develop self-confidence in their physical skills as they use a varied range of indoor and outdoor equipment on a daily basis.

Children demonstrate a strong sense of security and are confident and self-assured in the setting. Positive relationships between staff, children and parents enable children to feel secure. Staff help children gain an awareness of keeping themselves safe in the pre-school as they explain and practise simple procedures, such as not running when indoors in case they fall and hurt themselves. Children behave extremely well, with behaviour managed in a positive manner by staff. Children are learning how to play together and are encouraged to show care and concern and to behave considerately towards others. They take an active role in the setting and particularly enjoy when they are chosen to be a 'happy helper' as they have extra responsibilities, such as giving out name stickers to children attending the lunch club. Praise and encouragement from staff ensure children develop high levels of self-esteem and children show real enthusiasm for what they are doing and talk with eagerness about their achievements.

## 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

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

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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