

Bretons Pre school

Inspection report for early years provision

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Inspector	S Campbell

Setting address	Bretons Social Club, The Manor House, 411 Rainham Road, RAINHAM, Essex, RM13 7LP
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Type of setting	Childcare - Non-Domestic

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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

Bretons Pre-school registered in 2011. It is one of three privately owned settings. The pre-school is located within the grounds of Bretons Social Club in Rainham, Essex in the London borough of Havering. All children share access to a secure enclosed outdoor play area.

A maximum of 32 children from two years to the end of the early years age group may attend the setting at any one time. There are currently 20 children on roll. Children attend a variety of sessions. The setting is in receipt of funding for the provision of free early education to children aged three- and four-years. The pre-school supports children with English as an additional language.

The setting is open each weekday from 9am to 3pm term time only. The pre-school is registered on the Early Years Register. The pre-school employs four members of staff. Most staff, including the manager, hold relevant childcare qualifications at levels 3. The manager is working towards a higher childcare qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners have developed good relationships with parents and other early years providers to effectively support all children's care, learning and development. Overall, children are making good progress in all areas of their learning and development. Most required documentation is in place and well maintained to promote children's welfare. A range of processes are used to develop a culture of reflective practice, which demonstrates commitment to maintaining continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the record of the risk assessment includes when and by whom the assessment was carried out. (Suitable premises, environment and equipment) 20/01/2012

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

- extend the resources that help children find out about and learn how to use

- information technology to further support their learning
- further encourage children's independence, particularly at snack time, to promote children's skills in carrying out tasks for themselves.

The effectiveness of leadership and management of the early years provision

Practitioners have a good understanding of child protection issues and procedures to effectively promote children's welfare. Their knowledge and understanding is underpinned through ongoing external training. Robust vetting procedures are in place to ensure that there are no reasons why they should not be employed to work with children. Required documents, policies and procedures are in place, readily available for inspection and well maintained. This contributes to the efficient management of the setting. Practitioners are well deployed to promote children's care, learning and development. Children are cared for in a safe and secure environment because risk assessments are carried out for both indoors and outings. However, not all risk assessments for areas used by children include required information, for example, by whom the risk assessment was conducted.

Practitioners are professional in their approach and they work well as a team to promote good outcomes for all children. Practitioners have designated roles and responsibilities and attend regular courses to support their roles and children's learning. These include, Behaviour Management, Maths Everywhere, Outdoor Play and Makaton training. The setting works closely with parents and other early years providers to effectively support children's learning and development. Practitioners have developed a good flow of two-way communication by using a range of methods, for example, discussion, newsletters and 'home-school books'. Children's assessment records from other early years providers are shared effectively with the setting to promote continuity in children's learning and development. Parent's views are obtained through ongoing discussions and questionnaires. Through the continual stream of information, parents are kept well informed of current topics, for example, through the use of good displays. Parents are also regularly given an 'all about me' ideas and information sheet enabling them to extend children's learning at home.

The setting has effectively used Ofsted's self-evaluation along with action plans as a tool for reflective practice and to further develop their service. Subsequently, they have implemented the 'all about me' booklet, parental questionnaires, reviewed children's ongoing assessment records and all children now have boots to enable them to play outside in all weather conditions. The setting has already identified other areas for development to further improve outcomes for children. These include, developing the book area, introducing a 'wow board' and making links with children's chosen schools.

All children learn about their own cultures and beliefs, and those of other people through well planned activities based, for example, around Chinese New Year, Christmas and Eid. This effectively promotes an inclusive learning environment. Children also have access to a varied range of resources that reflect positive

images.

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

Children are cared for in a calm and relaxed environment. Most children are new to the setting and they leave their parents with ease. This demonstrates trusting and caring relationships are being built. Children have access to a broad range of toys that effectively promote their interest, learning and development. They are able to make choices about what they would like to play with through the use of a 'choice board'. Children play well when taking part in both group games and solitary play. They enjoy playing with the 'balancing chef' game. This enables them to develop a varied range of skills, for example, concentration, turn-taking and hand-eye coordination skills. Children display excitement, laughter and eagerness to repeat the game when all of the food falls off the chef's tray. Children are developing harmonious relationships with their friends and they are well behaved. While having their snack, they show warmth towards each other by gently rubbing foreheads. Through everyday routines children are learning to become increasingly independent. However, their independence is not always consistently encouraged at snack times, for example, by encouraging children to pour their own drinks.

Practitioners have a good understanding of the Early Years Foundation Stage, and as a result, children are making good progress in all six areas of learning. Detailed information is gathered about children's starting points enabling practitioners to effectively build on what children already know. Practitioners carry out systematic observations enabling them to effectively identify children's individual needs, interests and next steps. Observations are effectively used to plan focused activities to challenge and support children's learning and development. Children attending the setting are from a variety of cultural backgrounds. There are dual language displays around the setting, which effectively promote inclusion and value children's linguistic diversity.

Children's language development is progressing well because practitioners ask children good open-ended questions and they talk openly about what they have for breakfast. Children enjoy listening to stories because practitioners skilfully capture their attention by ensuring it is interactive. Children take pleasure at predicting events and repeating key words, for example, 'I'm the gingerbread man'. Children have access to a broad range of toys that promote early maths and problem-solving skills, for example, scales, puzzles, sorting and matching resources. Children take pleasure in building a tower from foam shapes and practitioners effectively use this as an opportunity to talk to children about whether they are bigger or smaller.

Children's physical skills are developing well. They benefit from engaging in regular outdoor play because the planning of weekly activities reflects the six areas of learning. This means children engage in purposeful play. Children are beginning to

use scooters with increasing control and balls when using the basketball net. They enjoy playing in the fields splashing in puddles and observing toadstools. This also allows children to explore living things and why things happen within their environment. Although children have access to some programmable toys there are few resources on offer to promote children's learning in using information technology. The children benefit from a healthy snack and fresh drinking water is readily available throughout the session to enable children to think about their personal needs. Parents provide children's packed lunch and from the outset the setting works closely with parents by providing a healthy food list, which effectively promotes children's good health. Children's good health is further promoted because there are effective procedures in place to prevent the spread of cross infection. Children are beginning to learn the importance of keeping themselves safe when on outings because practitioners spend time talking to them about possible dangers, using a visual risk assessment.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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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

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