

# Brightfields Pre-School

Brightfields Children's Centre, St Mary's Street, Farcet, Peterborough, PE7 3AR

<b>Inspection date</b>	27/02/2013
Previous inspection date	20/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff teach children in a variety of effective ways that supports children's learning well.
- The management team place high priority on children's safety. They regularly test the staff's knowledge of safeguarding and complete thorough risk assessments which are reviewed and updated as required.
- Staff keep parents well-informed of their child's progress and parents have good opportunities to contribute to their child's learning.
- Staff have good partnerships with parents and others involved in children's care and learning. This promotes children's care and learning effectively.

### It is not yet outstanding because

- There are no pictures to depict expected behaviours of children and reinforce group rules for behaviour.
- There are too few adult-led activities to maximise preparation of older children for school.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector spoke to parents, children and staff and took their views into consideration during the inspection.
- The inspector tracked the progress of several children.
- The inspector observed interaction between staff and children.
- The inspector carried out a joint observation of an adult-led group activity.

## Inspector

Jennifer Beckles

## Full Report

### Information about the setting

Brightfields Pre-School was registered in 2009 on the Early Years Register. It is situated in the Farcet area of Peterborough and is managed by the Pre-School Learning Alliance. The setting serves the local area and is accessible to all children. It operates from purpose built premises within the grounds of Farcet Church of England primary school, and there is a fully enclosed area available for outdoor play. The setting employs five members of child care staff. Of these, three hold appropriate early years qualifications at level 3, one is working towards an early years qualification and one has Early Years Professional status. The nursery opens Monday to Friday, during school term times only. Sessions are from 9am until 12 noon. An afternoon session is run on Tuesdays, Wednesdays, and Thursdays

from 12 noon to 3pm. Children attend for a variety of sessions. There are currently 43 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- provide a greater balance of adult-led playful activities for older children, dependent on age and stage of development, in order to maximise preparation for school
- use pictures to show children expected behaviours so that group rules are reinforced effectively.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children use their creative and imaginative skills happily in this very child-led environment. Staff plan largely around children's interests and skills and enable a lot of child-initiated play, which covers different areas of learning. Staff use information from observations of children to plan next steps for learning so that activities are sufficiently challenging. Consequently, children make good progress.

Children operate a karaoke machine well to sing their favourite songs. They enjoy chatting with each other and looking through books in the cosy book corner. Children practise their drawing and early writing skills using different tools and materials. They take pleasure in building tall designs from construction sets, and staff extend their learning by using mathematical language to describe shapes and patterns. With adult support, children operate simple programmes on a computer. Staff encourage children to listen to the sounds in words as they clap the number of syllables in each child's name. Generally, these activities help children to develop skills for school. There is a lot of child-initiated play in the setting, however, there are fewer opportunities for adult-led activities. Consequently, there is scope to develop this further by creating a greater balance between adult-led and child-initiated activities, particularly for older children who prepare for school. Staff support children who learn English as an additional language effectively. For instance, they learn and display key words in each child's home language, and play recorded messages in their home language left by parents to reassure their children.

Children develop a good range of physical skills by using a selection of large and small

equipment in the garden. For example, they climb and balance across a large wooden climbing frame, ride on wheeled toys, and throw and catch balls. Indoor learning is brought outdoors as children mend broken cars in a role play repair shop, equipped with tools and materials.

Children are effectively assessed by staff. They observe children regularly and collect samples of their work to evaluate and form children's next steps for learning. Staff complete progress checks for children aged between two and three years to identify strengths and areas for development. They discuss ways forward with parents and provide written summaries of children's development. Parents attend regular reviews with staff to discuss their child's progress so they are kept well-informed of their development. Parents contribute effectively to their child's learning by sharing observations with staff on an ongoing basis. This helps to inform plans to meet children's needs.

### **The contribution of the early years provision to the well-being of children**

Children are happy, busy learners. They smile at staff and engage them in their play because they have secure relationships with staff. Staff spend time finding out about children's likes and dislikes so that they can provide effectively for their needs. The environment promotes children's well-being successfully. It is bright, well organised and has a wide variety of resources, which are accessible to children in labelled units. Children's artwork is displayed attractively.

Staff are good role models of how to behave safely in the setting. They remind children of how to act safely. For example, they remind children to ride their bikes outdoors not indoors, and ask children to think about why that should be the case. Children learn to assess risks for themselves by carrying out assessments in different areas of the setting, supported by staff. Young children in nappies are changed hygienically, comfortably and privately. Older children know to wash their hands at appropriate times and younger children are helped by staff.

Older children show good independent skills as they select and prepare cereal snacks. They have a growing understanding of the reasons to eat healthily because staff talk to them about foods that are good for them. Children who have special dietary needs are catered for. They develop healthy habits by taking fresh air and physical exercise each day in the well-equipped outdoor area where they practise a range of skills.

Children behave well, overall. Although, behaviour can be quite challenging at times. Staff handle this by talking calmly with the children. They teach children to deal with unwanted behaviour by encouraging them to tell a child that they do not want them to do something. Overall, there is clear guidance for behaviour. However, there is scope to reinforce this by having pictures of expected behaviours to share with the children. This means that children's understanding of acceptable behaviour within the setting will be reinforced.

Children learn about different cultures by celebrating and discussing special events, such as Chinese New Year. For instance, children make paper dragons and learn about Chinese script as part of the celebrations. Children are supported effectively when they move to school because teachers from the local school visit the children to build meaningful relationships before their transitions into their new learning environment.

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

Children's safety is high priority by staff. They have good knowledge of safeguarding procedures and their practice is effective in protecting children from harm. For example, they carry out regular risk assessments and daily safety checks each day which cover all areas. To ensure that staff maintain a good safeguarding knowledge, management carry out regular safeguarding questionnaires. Recruitment is thorough and determines suitability of staff to their roles.

Staff have their training needs identified through yearly appraisals. For instance, a staff member attended a child protection course, which led to greater understanding of procedures to follow and signs and symptoms to be aware of. The manager supervises staff regularly to offer support with any area of underperformance.

The manager has a good awareness of the quality standards of the provision because she works in the group room and observes staff practice. Assessment and the educational programme is monitored well because the manager meets with staff regularly to check children's assessment records and reviews plans with the staff team. Management meet with staff monthly to check children's progress and identify any children who are underachieving. Staff put appropriate plans are put into place to remedy gaps in children's progress.

Staff work well with other professionals involved in children's lives. For example, there are strong links with the children's centre who share information about children who attend both settings to provide continuity of care and learning. Parents are kept up-to-date with their child's progress and have regular opportunities to contribute to their child's learning.

Management and the staff team analyse the provision regularly to form an improvement plan. They have set clear priorities for development, such as the introduction of home visits to new children to get to know them well. Previous recommendations have been met, such as the inclusion of children's next steps in planning so that their needs are met. The setting has good capacity to improve its provision and future outcomes for children.

**What inspection judgements mean**

**Registered early years provision**

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY391695
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	859380
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26

<b>Number of children on roll</b>	43
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	20/10/2009
<b>Telephone number</b>	01733 241 455

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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