

Brockworth Pre-School

Moorfield Road, Brockworth, Gloucester, Gloucestershire, GL3 4JL

Inspection date	01/03/2013
Previous inspection date	17/11/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 ensure the indoor area is very well resourced overall. Children enjoy exploring the outside area, which helps those children who learn better when outdoors.
- Communication and relationships between staff and parents are effective, and help staff establish children's capabilities on entry, so their progress is tracked.
- Staff are skilled when interacting with children and encourage children to think, which takes learning forward.
- Management monitor staff practice and prioritise areas for improvement driving continuous improvement well, so children use better play environments.

It is not yet outstanding because

- Information for parents about the next steps in children's learning is not always clear to encourage parents to extend children's learning at home as well as possible.
- There are few resources available regularly to develop children's skills with information and communication technology (ICT).

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector completed a joint observation with the manager in the outside area.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector held meetings with the nominated person, manager, deputy manager of the provision and a member of staff.
- The inspector reviewed relevant documentation including paperwork relating to staff, evaluation documents, records and some policies
- The inspector reviewed a sample of children's assessment records.

Inspector

Sandra Croker

Full Report

Information about the setting

Brockworth Pre-School is committee run. It opened 1972 and registered with Ofsted in 2001. It operates from a room within Brockworth Primary School, on the outskirts of the City of Gloucester. Children attending the pre-school are from the local area. Children have access to an enclosed outside play area.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 27 children aged from two to five years on roll. The pre-school provides funded early education for two, three and four-year-olds. Children attend for a variety of sessions. The pre-school supports children with special educational needs and/or disabilities, and children who learn English as an additional language. Brockworth Pre-School opens on Mondays, Wednesdays and Thursdays from 8.50am to 3.05pm. It opens on Tuesdays and Fridays from 8.50pm to 11.50am. There are four staff, of whom three have relevant qualifications.

What the setting needs to do to improve further

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

- provide parents with clearer information about the next steps in their children's learning, to help them to continue their children's learning at home as well as possible
- extend the range of resources and activities to support children's understanding of ICT.

Inspection judgements

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

Children arrive excitedly at the pre-school where they are keen to investigate their environment and the resources available to them. The atmosphere in the pre-school is calm and welcoming. Children confidently find their name on a carpet tile as part of the registration process. Staff have a good understanding of how children learn, develop, and are very knowledgeable about each child that attends. Staff have carried out the two-year-old progress check and have provided parents with a written summary. As a result, staff identify areas in which children require support, and celebrate all achievements. Effective processes, such as regular 'family days', help parents feel involved in their children's care, learning and development. Staff observe children in their play and take photographs of

them to illustrate the activities they enjoy. They support children well and reflect on what they do to promote effective learning. This approach ensures teaching focuses on individual children's interests and the next steps in their learning. Parents are not always provided with clear information about children's next steps in learning, so cannot support them to continue their learning at home in the best ways.

Children enthusiastically share books together. They find fact and fiction books in all areas of the playroom. Staff place books about things that move next to the construction area. Children develop good mathematical skills as they fill different sized pots in their sand and water play. Children use felt pens, pencils and paint brushes that help to develop their early writing skills. Their artwork is on display, and older, more able children are encouraged to label their work, showing the useful skills they are gaining in preparation for their move to school. They participate in a wide range of activities that cover all areas of learning. There are fewer resources regularly accessible to develop children's skills in ICT and allow them to practice what skills they have.

Staff have enthusiastic approach, which means children want to take part and they thoroughly enjoy their learning. They act on children's interests to sustain learning well. For example, when staff observe children looking at the 'shiny theme' display, picking up a collection of oval shaped objects, staff compare the objects with eggs. They tell children enthusiastically, they will soon be hatching hens' eggs to see if chicks appear.

Staff skilfully enable children to explore for themselves but are on hand to sensitively support and extend their learning as needed. For example, several children enjoy pretending to be fairies in role-play. They run around the cherry tree in the outside area, and staff remind them about the fairy costumes in the dressing up box. Children eagerly dress-up and continue their game on the large climbing frame in the playroom.

The staff and children enjoy the outside space, which is developing successfully into a wildlife area. It allows children to experience all weathers, the changing seasons, and take risks in their play. It supports learning well for those children who prefer to be outside. Outdoors, staff encourage children to notice a pile of cherry seeds stored behind a stone. Together they discuss what might have stored them. Staff have high expectations of children, and skilfully question them to extend learning. Play in the garden is "led by the child's interests". Children are curious and explore with all of their senses and encouraging their physical development. Children make good progress and reach the expected levels of development.

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

Children are purposefully engaged in activity throughout their time in the pre-school. All children are developing confidence. They choose activities in the outside garden and play with good quality resources in-doors. Children engage well with staff and each other. Staff develop children's social skills in readiness for school, and encourage good manners, listening, and taking turns. They give children attention, allowing them to complete tasks, such as preparing the table for snack. Children are very willing to 'have-a-go', because

they know staff value their efforts. They enjoy being the 'mealtime helper'. Staff are kind, polite and consistent in their management of children. Children demonstrate a good ability to manage their own behaviour. They form positive and trusting relationships with the staff, showing they feel emotionally secure, owing to an effective 'key person' system, which provides all with the individual support they need. They go to them when they have a concern.

The pre-school staff effectively promote all children's understanding of diversity. Staff know simple words and phrases in children's home languages and the pre-school works closely with outside agencies to support them. Children gain an awareness of diversity as they use dolls, books, pictures and small world toys that reflect positive images of difference. Children run around exuberantly in the fresh air, because they can move freely between the playroom and garden. They enjoy climbing energetically on the indoor climbing frame, incorporating it into their role-play. Children learn about a healthy lifestyles well. They wash their hands before eating and after visiting the toilet. Staff help children to learn to be independent and children are competent at managing their personal needs relative to their ages. They enjoy helping to prepare healthy, balanced and nutritious refreshments.

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

The pre-school's leadership and management have a secure understanding of the learning and development, safeguarding and welfare requirements. There is effective use of coaching, and training, resulting in a staff team that is enthusiastic about children's care and learning. The staff team is generally well qualified and the manager monitors performance, encouraging all to undertake training. Recruitment and selection procedures are clear. Necessary checks are completed, before staff have unsupervised access to children. Leadership and management keep robust records of all those working directly with children. Designated staff have responsibility for checking the environment on a daily basis to make sure that all areas used by children are safe. Risk assessments are in place and many steps taken to minimise potential risks to children. For example, children are discouraged from climbing on the low-level fence separating the pre-school garden from the school playground. Parents sign written records of accidents, injuries and first aid treatment. The leadership and management team take all necessary steps to keep children safe and well, such as providing sufficient staff to keep children well supervised.

Evaluation of the provision against the standards set in the Early Years Foundation Stage is continuous. Staff have a very good understanding of the priorities for future development. They have worked in partnership with the local authority advisor. In addition, staff have attended training and as a result, there is strong links between identified priorities and plans for improvement. Equality and diversity thread throughout the pre-school, and staff understand the importance of recognising and supporting children's individual needs. The nursery's special educational needs co-ordinator has recently completed training and is up to date with local authority guidelines. She provides effective support, so children with special educational needs and/or disabilities receive the

support they need, from outside agencies if needed. Staff demonstrate well how their effective work with parents and other professionals supports individual children. Management keep staff up-to-date with ways to support children's learning. They use the information available to support their planning and assessment. Assessments promote children's successful learning and development, displaying an accurate understanding of all children's skills, abilities and progress. Parents are kept well informed of the assessment system and of their children's progress in learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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 action. 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

Unique reference number	101448
Local authority	Gloucestershire
Inspection number	906748
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	27
Name of provider	Brockworth Pre-School
Date of previous inspection	17/11/2010
Telephone number	01452 862 809

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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, which are usually the childminder's 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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