

Brownberrie Lane Pre School

Brownberrie Lane, Horsforth, Leeds, LS18 5SB

Inspection date	06/03/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children are happy and well-motivated to play and explore. They freely access a wealth of resources in a welcoming, child-friendly environment.
- The manager effectively develops the staffing team through monitoring and a strong self-evaluation process. There are strong relationships with parents and other carers and this enables the management team to bring about changes to improve outcomes for children.
- Effective systems for planning and assessment display an accurate understanding of all children's skills, abilities and progress. Every practitioner has a good awareness of how young children learn and make the most of opportunities to promote children's learning through play, discussions and group activities.
- Children's communication and language are given high priority, with lots of opportunities available to develop their skills. For example, children of all ages enjoy listening to stories and joining in with action songs.

It is not yet outstanding because

- Children are not always fully encouraged to be creative and think critically when identifying and devising solutions to simple mathematical problems encountered during their everyday play.

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 looked at resources in the play room and outdoor area.
- The inspector observed a joint activity with the manager and observed children playing and talked to key persons of two children.
- The inspector talked with the manager, looked at children's records, planning and at a variety of documentation.
- The inspector spoke to parents and also looked at written responses from them.

Inspector

Jane O'Callaghan

Full Report

Information about the setting

Brownberrie Lane Pre-School was re-registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Horsforth area of Leeds, and is managed by Brownberrie Lane Pre-School Ltd. The pre-school serves the local area and is accessible to all children. It operates from one main room and there is a fully enclosed area available for outdoor play.

The pre-school employs 13 members of child care staff. Of these, ten hold appropriate early years qualifications, with nine at level 3 and one at level 2. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently 72 children attending who are all within this age group. The pre-school provides funded early education for two-, three- and four-year-old children and supports children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- provide a wider range of number resources and encourage children to be creative and think critically about simple mathematical-based problems, so that their confidence in finding and using possible solutions is enhanced.

Inspection judgements

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

The pre-school supports children well and meets their needs effectively. The children access a wide range of activities, suitable for their age and stage of development. A strong system is in place to ensure children's development progresses well, through informative observations which all link clearly to areas of learning and children's individual age banding. The pre-school have strong methods for tracking each child and these are collated regularly by the manager and deputy to identify any gaps in children's development. Steps are then taken, when necessary, to ensure any areas that require additional support are immediately included in the child's individual planning. An efficient key person system is in place; key persons take on board children's starting points with information gathered from parents and also record the next steps of learning. Parents are also given opportunities to contribute to children's learning records about what their child learns at home. This ensures children progress in their learning and develop their individual skills well.

The manager and staff demonstrate a good knowledge of the requirement of the progress check at age two, with information and resources in place to ensure that all of the required information for parents and others are in place. This ensures staff are able to accurately assess the progress of children aged between two- and three-years-old, take steps to aid their progress and share relevant information to get children any additional support they may need, when necessary.

Children move around the setting confidently and access freely the well labelled resources. Children are keen to go outside to enjoy the wide range of outdoor activities provided to help them explore and question. For example, they run to the nature area and pick up the magnifying boxes. Children look excitedly in them as they see the centipede and show it to their friends and staff. The staff generally intervene well, supporting children by asking them how many legs the centipede has and encouraging children to count them. However, staff sometimes overlook opportunities to extend this learning further by encouraging children to think creatively and critically about numbers so that their concept of how to solve simple mathematical problems during their everyday play is enhanced. Whilst outside, children learn to balance on the scooters, ride the bicycles and climb on the pirate ship. This helps to promote their physical skills. The children get good opportunities to develop their imagination both indoors and outdoors. They play with the petrol pump they made previously, using their imagination to pretend to fill up their trikes by holding the hose to the back of it. Creativity is fostered through a wide range of different materials and textures, and this encourages children to experiment with things in a creative way. For example, children use spoons to scoop up a mixture of cornflour and water, and watch with interest as the ball of liquid disappears leaving the shape of a circle.

Children have a very good selection of books which are situated in the quiet area of the pre-school. They sit with staff and take turns to listen intently to the story they have chosen. For example, they repeat the story about the princess and excitedly press the buttons of this activity book. This helps to develop their communication and language, along with their literacy skills. The pre-school care for children with additional needs and promote their learning and development in a very positive manner. For example, all staff are Makaton trained and all children use sign language very confidently to support their communication skills. The pre-school has a good transition policy and procedure in place. When children are moving on to school they invite the teachers from schools into the setting to meet the children. They share each child's learning profile with the reception class teacher to ensure there is continuity in children's care and progress, and also take children to visit the school they will be going to. This helps to ease children's move into full time education.

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

Staff support children's well-being effectively, because the key person system works well throughout the setting. Children are placed with the key person to whom they respond to best and strong relationships are built between the key person, the child and their parents. Every child and their family receive a warm welcome in the pre-school. This helps children to cope with initially separating from their parent, puts children at ease, builds

attachments and promotes children's self-esteem. As a result, children's transition from home to the setting is well supported and this ensures that both parents and children feel happy about the move.

Children in the pre-school behave well. Staff's gentle, yet firm approach sets good examples that children follow. Staff also give children lots of positive praise, such as when children complete a jigsaw. Good manners are encouraged, for example, as children help to pass snacks around the table. As a result, children say 'please' and 'thank you' and behave in a positive manner. Staff promote children's good health very well. They encourage children to enjoy lots of fresh air by ensuring children can freely access the well-resourced outside area throughout the day and regularly take walks into the local community. This ensures that children benefit from a good level of physical exercise. They learn about a healthy lifestyle through being provided with a broad range of nutritious snacks, all prepared on the premises. For example, snacks of fruit, raw vegetables and breadsticks are provided, along with drinks of milk and water. Children of all ages have a good understanding of the importance of self-care. They independently wash their hands after going to the toilet and before snacks, using anti-bacterial gel and disposable towels. Children are also given good reminders by staff about how to wipe their noses and place the used tissues in the bin. This helps to prevent cross infection and positively promotes children's understanding of good hygiene. Children's independence is promoted in a very positive manner as they choose toys, move freely around the setting and help the staff with simple tasks. For example, children are excited as they offer to help at snack time; they cut up their own fruit and help staff to butter the muffins.

Children's understanding of safety and how to manage risk is promoted very well. For example, Children are shown how to use knives correctly and safely at snack time and also made aware of the importance of holding on to the hand rail when going down the outdoor steps. Detailed risk assessments are also used to ensure children can use all areas of the premises and resources safely. Regular fire drills are also practised to ensure that children are aware of evacuation procedures and what to do during an emergency.

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

Leadership and management of the pre-school is strong. Staff have a good knowledge and understanding of the signs and symptoms to look for, should they have any child protection concerns. There is a well written policy and procedure to follow, which staff are made aware of, and this includes the role of the manager who takes the lead responsibility for safeguarding. The recruitment procedure is clear and fully established within the pre-school. This means that every person who works in the pre-school is properly vetted and cleared through a robust employment system, which includes a thorough induction process.

Staff work very effectively as a team and they are supported well to understand their roles and responsibilities. For example, regular reviews of policies are undertaken at staff meetings to help keep a high focus on important issues, such as safeguarding and risk assessments. Induction, supervision and appraisals are used effectively by the leadership

team to support staff in their professional development and training needs. Staff ensure that all planning is completed daily and is adapted to meet children's interests and learning needs, taking into account any additional learning needs they may have and their individual stage of development. This ensures children's skills and abilities are accurately monitored so that they can continue to make good progress in their learning.

The manager and staffing team demonstrate a very good capacity to maintain continuous improvement. They have completed a detailed self-evaluation to ensure they are working in line with the Early Years Foundation Stage and can accurately identify the pre-school's strengths and weaknesses. This includes gaining and using the views and comments of both parents and children. For example, parents are asked to complete regular information sheets about their own child's interests so that this information can be used by staff to help them identify areas for enhancing their practice. The staffing team have a common sense of purpose and work effectively together to continually improve opportunities for children to achieve and maximise their individual potential.

The pre-school has a very well-established partnership with parents; the manager ensures that settling-in periods meet with parental needs. Staff make parents feel welcome in the pre-school and provide daily feedback, in addition to regular open evenings and newsletters, so that parents are continually involved in their children's welfare and learning. Parents also complete regular questionnaires and comment positively about the setting. For example, they say how happy they are with the provision and highlight the good levels of achievement children make in relation to their speech and language. The pre-school also has good procedures in place for working alongside outside agencies in a confidential manner and with parental permission. For example, speech therapists, local childminder's and children's centres. This ensures good continuity of care for all children.

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	EY441767
Local authority	Leeds
Inspection number	809272
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	72
Name of provider	Brownberrie Lane Preschool Limited
Date of previous inspection	not applicable
Telephone number	01132589656

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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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