

Brookside Pre-School

Inspection report for early years provision

Unique reference number 110458
Inspection date 19/10/2011
Inspector Catherine Greenwood

Setting address Blunden Hall, Blunden Road, Farnborough, Hampshire,
GU14 8QP

Telephone number 01252 542348

Email

Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Brookside Pre-School opened in 1968. It is a registered charity, managed by a committee of parents whose children attend the pre-school and members of the community. The provision operates from a community hall in Cove, near Farnborough, in Hampshire. The provision serves the needs of families in the area. It is registered on the Early Years Register to care for a maximum of 28 children aged between two and five years at any one time. There are currently 32 children on roll in the early years age group.

The setting is in receipt of funding for the provision of free early education to children. Children attend for a variety of sessions. The provision opens five days a week during school term time. Sessions are from 9.15am to 12.15pm, from Monday to Friday. On Tuesdays, Wednesdays and Fridays children can bring a packed lunch and stay until 2.30pm. There are six staff who work with the children, all of whom have appropriate early years qualifications. The setting receives support from the local authority and has successfully achieved the Pre-school Learning Alliance accreditation scheme, "Aiming for Quality".

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well met, through effective partnership with parents and other early years provision that children attend. The new manager's ability to support quality improvement processes in the setting, recognising how these processes can extend effective practice and help improve outcomes for every child, is a key strength of the provision. However, some aspects have been overlooked. For example, the availability of resources that promote children's knowledge of diversity, the use of the outside play area, and how staff promote children's development and record the next steps for learning.

What steps need to be taken to improve provision further?

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

- improve staff knowledge of how to develop sustained, shared thinking by clarifying ideas and asking children open questions which support and extend their thinking, helping them to make connections in their learning
- improve the use of the outdoor play area so it provides children with a wider variety of resources and activities that promote all areas of learning.
- improve the use of assessment to plan the next steps in a child's developmental progress in all areas of their learning and regularly review this approach.

- improve the range of accessible resources that reflect positive images of difference to promote children's awareness of diversity.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded because staff have a secure knowledge and understanding of child protection procedures. The manager and deputy manager have attended related training and there are plans in place for all staff to have the same opportunity. There are effective systems in place to ensure staff suitability. Records of risk assessment are reviewed annually and include a monthly check list, which is used to identify any changes or action taken. Consequently, children's safety is maintained. All recommendations made at the last inspection have been met.

Self-evaluation is good. A recent change of management at the provision has led to changes that have been embraced by the whole staff team and pre-school committee. This has improved most aspects of the provision. For example, the introduction of a rolling snack bar prevents children's play being disrupted. The manager has a realistic approach of how these changes have impacted in a positive way on children and staff. There are plans in place to identify monthly targets for future improvement, through consultation with staff and parents.

Staff are observant of children's movements and work well as a team to ensure ratios are met when they choose to play outside throughout the session. Consequently, children show confidence as they move around freely and make their own decisions. There are some resources available in the outdoor area and staff initiate adult-led games such as grandmothers footsteps, which children embrace with enthusiasm. However, planning does not identify how this area is organised each day, to make it an exciting environment. This restricts the opportunities for children to take learning outdoors.

Children develop an understanding of the culture and beliefs of other people, as they take part in adult-led activities and use resources that reflect positive images of diversity. However these are not made easily accessible at all times, which restricts the opportunities for children to learn about difference. The manager has recently initiated meetings with other early years provisions that children attend and invited them into the setting to discuss and share priorities for children's future development. This has developed good working relationships and promoted continuity in children's care and learning.

Formal evenings have recently been introduced, which give parents the opportunity to meet with their children's key person and discuss their progress and development. Parents are fully informed about any changes to the provision and are given opportunities to ask questions and express any concerns during these events. Parents comments about the provision are extremely positive, for example, they say 'the pre-school has a nice community feel, staff are very warm and work very hard to get to know the children and I get lots of feedback'.

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

Children have a very positive attitude to learning and are motivated in their play. They show great enthusiasm as, on arrival, they separate easily from their parents, enter the main play area and sit down for registration. Children show interest in activities, particularly as they observe other children's participation, where adults are involved. They often initiate their own ideas, for example, as they decide to use a large tube as a pretend fire hose during imaginative play in the outside play area. Children are very well behaved and play co-operatively, as they take turns, share and work alongside others. Their concentration and motivation is successfully promoted, through opportunities to be awarded stickers for 'trying hard'. Consequently, they show perseverance, as they set their own goals and talk to staff about their individual achievements.

Staff actively join in children's play, offer support when needed and have a very caring approach. This inspires children's enthusiasm for learning and promotes their inclusion. The manager provides a very positive role model of how to promote the development of sustained shared thinking, by offering children encouragement, clarifying ideas and asking open questions, which support and help them make connections in learning. However, not all staff consistently use opportunities during free play to implement this approach, which means there are missed opportunities to promote children's learning and stretch their abilities. Children work well independently, and in groups. For example, they enjoy making flapjacks, where they weigh and taste all the ingredients.

Staff make good use of weekly planning meetings to identify future activities with general learning objectives for the whole group. Planning is used to identify resources, aims for learning and evaluations of the success of activities. Staff complete observations of children's progress, although do not use their good knowledge of children's individual abilities, to plan the next steps for their development. This restricts the opportunities for them to reach their full potential.

Children show confidence in their communication with others. They listen, respond and show awareness of the listener, for example, as they talk with their friends during imaginative play. Children speak clearly and are beginning to develop their knowledge of sounds of letters of the alphabet. For example, on arrival at the provision, they find their name, say the sound of the first letter and post it into a box. They develop a good range of vocabulary as they listen with enjoyment to stories and take part in songs and rhymes. Children ascribe meaning to marks, for example, as they paint, draw and use a good variety of resources that promote the beginning of letter formation. Some older and more able children can write their name with most letters correctly formed and are keen to improve their skills. Most children count confidently in numerical order. They show an emerging awareness of shape and measurement, for example, as they weigh ingredients during cooking activities. They experiment with a range of objects and materials and show some mathematical awareness. For example, they use puzzles and make houses with different sized blocks.

Children learn about the features of living things, as they plant sunflowers and grow cress seeds. Staff observe children's individual abilities when they use the computer, and encourage them to independently use programmes that stretch their abilities. For example, they sequence pictures. Children are beginning to develop an awareness of space, themselves and others, and listen to instructions, for example, as they take part in large group football sessions and parachute games. They move with confidence, imagination and safety, as they ride wheeled toys and with adult support use an obstacle course.

Children explore different media and respond to sensory experiences as they find plastic bugs in shaving foam and play with sand. They recognise and explore how sounds can be changed and repeat sounds and sound patterns, as they use musical instruments in the outside play area. They use their imagination, for example, as they dress up in 'emergency services' outfits and play with resources in a pretend shop. Children create their own designs as they paint at an easel and make collages using glue and different items.

Children behave in ways that are safe for themselves and others and develop an understanding of danger and how to stay safe, as they remember and talk with staff about the procedures for fire evacuation and how to carry and use scissors safely. Children understand and adopt healthy habits, such as, good hygiene practice, for example, as they wash their hands before snack time. They make healthy choices about what they eat, as they bring a variety of fruit from home to share with others and use safe knives to cut up the fruit.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

