

Beeding and Bramber Pre-School Playgroup

Inspection report for early years provision

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Type of setting	Childcare on non-domestic premises

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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

Beeding and Bramber Pre-school Playgroup is run by a committee and first opened over 40 years ago. The pre-school operates from a large room in Upper Beeding village hall and children have access to an enclosed outdoor play area. It is open 9.00 am to 1.00 pm on Tuesday, Thursday and Fridays and from 09.00 am to 3.30 pm on Mondays and Wednesdays during term time only.

A maximum of 26 children may attend the pre-school at any one time. There are currently 45 children aged from two to under five years on roll. The pre-school currently supports a number of children with special educational needs and/or disabilities. There are seven members of staff, six of whom hold appropriate early years qualifications to at least NVQ level 2. The pre-school provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, secure and very welcoming setting where the staff team know them well and acknowledge them as unique individuals. Therefore, children are settled and enjoy their time with both adults and peers. Close partnerships with parents mean that staff know children well. Staff are mostly well deployed to support children throughout the setting. Management and the staff team evaluate the nursery to establish what they have achieved so far and identify appropriate areas for future improvements.

What steps need to be taken to improve provision further?

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

- ensure written observations help practitioners to decide where children are in their learning and development and to plan what to do next
- review staff deployment to ensure all children are well supported at all times

The effectiveness of leadership and management of the early years provision

All staff attend child protection training so they have a good understanding of the signs that a child may be at risk of harm. This, along with the policies in place guides them in how to proceed to protect the welfare of the children in their care. Robust systems are in place to ensure staff are suitable to work with children and to ensure that any unvetted persons do not have unsupervised access to children. Comprehensive risk assessments are in place for all areas of the setting so children are kept safe as they play. Both inside and outside are included, venues visited on

outings as well as specific aspects of the environment and routine such as snack time and windows. The well organised use of space available ensures children's personal safety and well-being at all times. Effective processes are in place to evaluate the settings practice which includes consultation with staff and parents. Both strengths and areas for improvement are identified as a result and action is taken which brings about constant improvements.

All the required policies are in place to underpin the good practice and guide the staff team so they all know what is expected of them. All policies are reviewed annually and parents are encouraged to contribute their views as they are invited to read and comment on them. This ensures parents have a clear understanding of how the setting operates and how their children will be cared for. The parents are highly valued and strong partnerships are developed with them to provide good quality, consistent care for children. Information is shared with them through a variety of means including a daily slideshow of photos of the children busily playing, comment books, a graffiti wall and a questionnaire for feedback. The committee is made up of parents which ensures they are fully involved and aware of how the setting operates. Parents are invited in to the setting to settle their children or to help out. The key worker system effectively strengthens the relationships between the children, their parents and the setting. Extremely effective relationships have been established with others to fully support all children. Information about children's developmental progress is shared with other settings the children attend. This provides a truly consistent approach which ensures children's learning and development are very well targeted. Partnerships with other agencies such as occupational health and speech and language therapists are well developed. This meets and supports children's additional needs.

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

Children spend their time happily engaged and focused on the wide range of resources available to them in the various workshop areas. Staff are supportive of children's play; they are on hand to guide and direct and make good use of questioning to encourage children to extend their thinking. For example, staff ask children what might happen as a result of the situations in the pictures. They know that the toys left on the stairs could make someone trip but when they do not understand the symbol on a bottle, they are given a clear explanation that it means it is not safe to drink. Planning reflects the children's interests which are supported by a good balance of adult-led and child-initiated activities. Regular observations are recorded of what children are achieving and are used for the next steps in the planning. However, some observations lack sufficient explanation to help define the outcome. Children's Learning Journals are regularly updated and shared with the parents. Children demonstrate an enjoyment of books which is encouraged by the welcoming and cosy book area. They confidently take books to 'read' with their friends and listen attentively as staff members read to them.

Children greatly enjoy playing outside. Whatever the weather they don the appropriate clothing such as waterproof suits and wellies. They splash in the

puddles with the staff who appear to equally enjoy the experience! Some children dig in the soil, stating that they are very muddy as they search for 'wiggly things'. They know that creepy crawlies live in the box at the end of the garden and learn about sustainability as they make their own compost. If children become thirsty they can help themselves to water from Robbie Robot who is positioned just inside the door for everyone to access. Children are encouraged to free flow between the outside and in, often transporting resources with them. However, as they move around staff do not always respond, which at times reduces the support available to all children. Healthy snacks and packed lunches further contribute to children learning about the benefits of leading a healthy lifestyle. Routine hand washing in the self help area, along with paper towels and tissues for noses, means children can become independent in managing their personal care needs.

Some good friendships are developed and children play well together. They share and take turns and show care and consideration for each other. For example, playing a game of farmyard darts children take their turns and line up behind each other, safely throwing the soft animas at the board. They comfort their friends when they are hurt, even if they did it themselves by accident. Children behave well and cooperate, problem solving confidently as they decide who should build and who should decorate the castle being constructed out of wooden bricks. These positive early experiences provide children with a good start in life to enable them to develop the skills needed for their future success.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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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