

Brownberrie Lane Pre-School

Inspection report for early years provision

Unique reference number	512618
Inspection date	23/02/2009
Inspector	Jane Elizabeth O'Callaghan
Setting address	Brownberrie Lane Pre-school, The Scout Hut, Brownberrie Lane, Leeds, West Yorkshire, LS18 5SB
Telephone number	0113 2589656
Email	
Type of setting	Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Brownberrie Pre School opened in 1984. It operates from one room in a single story building, situated in Horsforth on the outskirts of Leeds. All children have access to an enclosed outdoor play area. The Pre School is open each weekday and sessions are 9.15 until 11.45 and 12.30 until 15.00 term time only.

A maximum of 26 children may attend the Pre School at any one time and there are currently 70 children aged from 2.6 years to five years on roll, all of whom all are within the early years foundation stage and of those 50 children are in receipt of funding. Children attend from surrounding areas. The setting supports children with learning difficulties/disabilities and those with English as a second language.

The Pre school employs 10 members of staff, of which including the manager the majority hold appropriate early years qualifications. The group receives support from the Local Authority.

Overall effectiveness of the early years provision

The quality of the provision is good. Children are happy and settled during their time at the pre-school because staff take the time to get to know the children well; this ensures all children's individual needs are being met effectively. Very good multi-agency liaison means that all children and those with learning difficulties receive positive support to facilitate good progress. Staff consistently engage with children at their level offering good challenge and support which results in successful learning. Most areas of safety are met within the provision. The provider takes effective steps to ensure the setting is continually improving the outcomes for children through ongoing evaluation involving the whole team.

What steps need to be taken to improve provision further?

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

- raise children's awareness through regular practicing of what procedure to follow in the event of an emergency evacuation
- continue to develop systems to help identify children's starting points.

The leadership and management of the early years provision

The pre school has relevant and informed policies and procedures which management review with staff and these are shared with parents and carers. Children are well protected through the management and staff's knowledge and understanding of safeguarding procedures. The group carry out and record thorough risk assessments of all areas accessed by the children on a daily basis. The suitability of staff, through the recruitment and selection, process is effective

in promoting children's ongoing welfare and safety. There are excellent links established with other providers which continue to be developed with the local schools in the area and other support agencies working with the children who have additional needs. This promotes a shared approach to children's ongoing learning and care needs and their transition into school.

Children benefit from a good staff team who have worked together for several years. The commitment to continued training, linked to the appraisal system provides children with good continuity and stability. The effective management structures means that all staff are fully aware of sensible policies and procedures and follow them fully to promote children's welfare and development. A key person system supports the children's individual learning needs, completes profiles and daily observations. However, children's starting points are not identified in their individual profiles.

The group has started to use the self-evaluation form to monitor their practice and the leaders are clear that all staff will be involved in completing and having a major input in this through regular staff meetings. The group have adhered to all of the improvements from the last inspection and continue to access further training in all areas.

The quality and standards of the early years provision

The Pre School is well equipped with good quality resources which promotes all of the areas of learning. Toys and materials are very well organised and very accessible to the children. They are clearly labelled, through colours on each box and depending what colour day it is depends what children access. They are fully aware of what activities they obtain and easily recognise and match the colour of the toys to the colour day which is also displayed in the room at the children's height.

Children are safe, secure and happy in the nursery. They make good progress in their learning. Children's behaviour is good and they are encouraged to take turns and share when playing. There are very pleasant relationships throughout the setting producing a harmonious and happy environment where the children thrive. This increases the children's sense of trust and helps them develop a sense of self. The effective adult-child interactions support the children's confidence and self-esteem. For example, when staff read a book to the children there are lots of questions asked by the children about electricity and these are fully answered by the staff. Children also sit with adults doing box craft and making different shapes with the play dough.

The group also encourage child-led activities and children are very confident within the setting. Children access the computer, showing other children of a younger age how to switch it on and play the games. This ensures that children are becoming independent, confident and developing their skills in all of the areas of learning.

The staff create a stimulating inclusive learning environment, inside and outside where confident children are motivated to investigate and explore. The outdoor

area is well used each day and new opportunities continue to be developed by the staff. The children put on their coats, before going outside, where they access balancing on beams, drawing with chalks and recognising numbers on sit and rides and bicycles, corresponding them to the same chalked number car bays. Children are able to recognise numbers from one to five and when inside doing actions songs with the staff, they join in with rhymes to include deductions and some children count up to ten independently.

The children are in a safe environment in most areas and they are taught about road safety through visits from the local police. Children are included in the practicing of fire drills, however these are not practiced regularly, therefore not always ensuring that all children are fully aware of the evacuation procedures. The group offer healthy snacks of fresh fruit, toast, raw vegetables and also snacks that are linked with the celebration of festivals being celebrated in the Pre School. For example, recently the children celebrated Chinese New Year and had noodles, rice and prawn crackers. They are also encouraged to learn about their health routine through topics and informative posters relating to washing their hands after going to the toilet and playing outside. Children talk to each other saying why they should wash their hands and older children encourage the younger children to always wash hands to keep them healthy.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.