

Breachwood Green Pre-School

Inspection report for early years provision

Unique reference number	146743
Inspection date	15/02/2011
Inspector	Alison Reeves
Setting address	Breachwood Green, Village Hall, Breachwood Green, HITCHIN, Hertfordshire, SG4 8MX
Telephone number	01438 831099
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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*.

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.

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Description of the setting

Breachwood Pre-School registered in 1978. It operates from the village hall in Breachwood Green, Hertfordshire. Children have access to an outdoor play area. They are open Monday, Tuesday and Thursday from 9am to 3pm and on Wednesday and Friday 9am to 12 noon, during term-time.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 19 children may attend the setting at any one time. There are currently 29 children aged from two years, six months to four years on roll, attending various sessions.

There are six members of staff working with the children including the manager. All members of staff have relevant Early Years qualifications. The manager has an Early Years degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the Early Years Foundation Stage are making good progress in their learning and development whilst at this lively setting. Their safety and welfare is a priority and appropriate measures are in place to ensure this. Children are valued and the staff work hard to cater for individual needs. Most aspects of planning, observation and assessment are good. Partnerships with parents and other local settings are well established. The setting has systems to evaluate practice and develop further enhancements to promote improved outcomes for all children.

What steps need to be taken to improve provision further?

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

- develop the systems for observation, assessment and planning to show clearly the progress made by children and how this influences planning
- ensure resources are checked frequently for missing pieces so they continue to be fit for purpose.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because staff have a good understanding of child protection issues. Detailed policies and procedures covering all aspects of safeguarding are clearly understood and implemented consistently and effectively. This means that children's safety and wellbeing is secured.

Staff make effective use of risk assessments to support them in ensuring the areas that are used by children are safe. For example, they check all areas of the premises before sessions to ensure there are no hazards and reduce the likelihood of accidents. This means that children and their families are able to move safely and freely around the building.

Staff have a good level of knowledgeable in relation to the Early Years Foundation Stage and use this well to support children in their learning. They work with the local school and network with other local providers. This means their knowledge remains up-to-date and they are able to share practice issues with other settings. The environment is generally well organised and always accessible to the children. However, some of the resources are not checked regularly to ensure they are complete. This means children are sometimes unable to succeed sufficiently in their chosen activity.

Staff frequently reflect on their practice and are developing the systems to record self evaluation. As a result, a clear plan of action is devised and changes are implemented effectively. The staff team engage parents in looking for ways to improve the provision through questionnaires. These practices enable staff to set ambitious and appropriate targets. For example, by providing the children with more opportunities for creative and messy play. These opportunities are taken up rapidly and promote greater exploration of media and materials. Staff ask open questions that prompt children to develop their ideas in greater depth and consequently seek out their own solutions.

The staff team forms close working relationships with parents and carers. They obtain useful information about each child such as significant people in their lives and favourite activities. This means staff can plan carefully to support children in settling at the setting and their individual needs are effectively met. The staff and parents share important information about how each child is settling and progressing during the first weeks. This means that parents are involved in their child's learning and each one is well supported in making progress towards the early learning goals. Effective relationships with other settings are well established and contribute well to supporting children's welfare and learning.

Staff are sensitive to children's individual needs and work well to support them in making progress. An effective equal opportunities policy is regularly reviewed and supports the staff well. This means that the individual needs of all children are met and all children are included fully in the life of the setting.

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

Children have developed strong attachments to staff and this means they are self-assured and able to seek support when they need it. Children move freely and confidently indoors and outside. They take responsibility for tidying away toys and handle tools such as the knives safely and carefully when preparing snacks.

Children are active everyday, making use of their own outdoor space and that in the village. This helps them to develop body control as they use climbing equipment, throw bean bags at targets and build stamina on long walks. Children enjoy healthy snacks and regular drinks and like the social time of sitting together to eat a packed lunch. Children understand good hygiene because staff promote hand washing after handling the guinea pigs and before eating.

Children engage in a broad range of interesting activities, many of which they help to plan. Books are used well and children explore print as they use mark making for purpose in their play and to label their work. Children are confident communicators who delight in explaining what they are doing. They are creative, making up complex stories in their role play and in building beautiful models. Children use mathematical language in their play and when organising meals and snacks. Staff observe children regularly and use what they see to assist in planning further challenging activities. The links between observation, assessment and planning are not always clear. Nevertheless, children are making good steady progress towards the early learning goals in all six areas of learning.

Children behave well and respond positively to reminders about what is expected of them. This is because staff give clear explanations and set appropriate boundaries. Children are developing a respect for themselves and others. They are part of the local community and are learning about the wider world, its cultures and beliefs. This is because staff make effective use of books and activities to introduce new ideas and promote diversity.

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
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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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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