

The Briscoe Orchard Pre-School

Brisco Primary School & Nursery, Felmores End, Pitsea, BASILDON, Essex, SS13 1PN

Inspection date

Previous inspection date

19/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The teaching is very good because practitioners listen attentively to children. They sensitively extend their learning during stimulating and interesting activities.
- Children are making very good progress as they are active learners who become absorbed in activities that interest and challenge them.
- The leadership and management are highly effective at monitoring children's progress and identifying areas to develop further. This ensures that children are ready for the next stage in their learning.
- The rich safeguarding knowledge of all the practitioners contributes to children being protected from harm.
- Partnerships with parents support children's well-being and learning as there is effective communication between the practitioners and parents.

It is not yet outstanding because

- There is scope to review the already good daily routine with regard to snack time so that children remain focused and engaged at all times.
- Children's independence can be further developed by involving them in the preparation of food at snack time.

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.

Inspection activities

- The inspector observed children being left at the beginning of pre-school and being collected at the end by their parents.
- The inspector observed the teaching within the indoor and outdoor environment.
- The inspector held discussions with the manager and staff.
- The inspector viewed a sample of the children's learning journal folders.
- The inspector saw evidence of suitability and qualifications of the staff and a selection of policies and procedures.
- The inspector took account of the views of children and parents.

Inspector

Suzanne Smith

Full report

Information about the setting

The Briscoe Orchard Pre-School was registered in 2013 and is on the Early Years Register. It is situated in a purpose built premises in the Basildon area of Essex and is managed by Hearts Academy Trust. The pre-school serves the local area and is accessible to all children aged two- to three-years-old. It operates from one classroom within Briscoe Primary School and Nursery and there is an enclosed area available for outdoor play.

The nursery employs six members of childcare staff. Of these, one has Qualified Teacher Status, two have early years degrees, and two hold an appropriate early years qualification at level 3.

The pre-school opens Monday to Friday all year round. Sessions are from 12.30pm until 3.30pm. There are currently 17 children attending who are in the early years age group. The nursery provides funded early education for two- and three-year-old children. It supports a number of children who speak English as an additional language and children with special educational 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:

- review the daily routine with regard to snack time in order to maximise children's full interest and engagement in activities

- enhance good practice and support children's skills to develop independence, by involving them in age-appropriate tasks, such as preparing snacks.

Inspection judgements

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

The educational programmes provided to the children develop interest and enjoyment in learning. These programmes are delivered by practitioners who teach children using sensitive interactions that enable children to understand new concepts. For example, a large whiteboard is available for children to use during child-initiated play. Children are inquisitive as they use the pen to touch different foods and the computer says clearly, 'egg'. A practitioner listens attentively to how a child uses the whiteboard and sensitively teaches the child how to use the pen to move the egg onto the plate. The child listens carefully and is confident to attempt to learn a new skill. The child has been exposed to a breadth of learning which includes developing listening and attention, communication and language, as well as using information and communication technology. Children have,

therefore, begun to make very good progress in the short time that the pre-school has been open. Activities are planned through a robust observation and assessment procedure. Children's starting points are gathered on entry as the pre-school liaises with parents on home visits. Children are further observed and assessed and their next steps are identified which provides a detailed picture of children's needs and interests. Activities are then planned that are objective led and which enables all practitioners to understand the learning outcome in their interactions with children. Practice, therefore, is based on a secure understanding of how children learn and develop.

Children's communication, language and speaking skills are very well supported during short phonic sessions. Literacy skills are developed as the children access the mark-making table and explain they are writing 'my name' as they make marks on the paper. Children are learning that marks have meaning and developing small manipulative skills as they access the writing tools. The current theme is 'food' and varied activities are planned around this theme. For example, children develop expressive art and design, as they use different foods that they dip into paint and print onto paper. The computer has food programs where children can make plates of food by moving food with the mouse. Practitioners read relevant stories to the children that further enhance their understanding of the different vocabulary surrounding food. Children are able to select their activities and enjoy playing and exploring within the different areas of the pre-school room. During free play children have many opportunities to develop their personal, social and emotional development. They learn how to share toys and practitioners intervene where necessary to support children's understanding of sharing. There are group times when children come together, developing a community spirit, to sing and dance to rhymes. They are animated as they all march to the 'Grand Old Duke of York' and learn how to use their hands for counting, to sing 'Once I Caught a Fish Alive'. Children are given opportunities to think creatively and critically as the practitioner asks children to think about what rhyme they would like to sing. They are confident to share their ideas and choose to sing 'Twinkle, Twinkle, Little Star'. However, there is scope to enhance other group times, such as snack so that children's learning is fully maximised. For example, the children sit down at snack time for a period of time, which, for some children is too long. Subsequently, this results in some occasions where children become restless and does not fully support their learning and motivation.

Children's physical development is well supported as they have plenty of space to move around indoors and the outdoors is well-equipped with appropriate toys. They eagerly access the trikes and enjoy pedalling on the paths, negotiating space, as well as climbing into and onto the large apparatus. Each day the practitioners provide a different theme for the children, for example, on Monday they have 'noisy' play and on Tuesday it is 'arty' play. The varied and interesting curriculum enables all children to make progress including those children that speak English as an additional language. Children that speak a different language at home are supported as their home language is introduced into the pre-school. Records show that these children are progressing well and are at their developmental age for speaking. Different languages that are spoken in the pre-school also support other children to understand and tolerate differences. Progress is further supported between parents and pre-school as a 'progress check at age two' is carried out, which highlights children's next steps. The pre-school, based within the school, is well placed to support children's transitions. This is because the school becomes familiar to the

children and, together with good progress being made, supports children in the next stage of their learning. The key person system is in place and supports engagement with all parents. Regular information on children's learning is shared with the parents and likewise, parents explain that children's learning at home, is shared with the pre-school.

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

Although the pre-school has only been open for a short number of weeks the children come into the setting happily. Some children are still settling into the new routine and they are very well supported by the caring practitioners. For example, a child keeps his coat on for comfort for a short while and is soothed by the practitioner's calm presence. The transition from home to pre-school is supported by home visits where information is collected from parents on both children's development and care needs. Consequently, children's emotional well-being is highly supported and children settle well. There is space for children to sleep and rest and a large cosy basket equipped with cushions and blankets ensures they are safe while they sleep. Practitioners are good role models and apply consistent strategies to support children's behaviour. Children sit very well and listen carefully to what the practitioner tells them. The practitioner explains that they are able to go outside if they would like and they must put on their coat because it is cold. The clear instructions enable children to understand exactly what is going to happen, and consequently, supports their good behaviour. Children receive a sticker for good behaviour, which develops their self-esteem. When children display unwanted behaviour, the practitioners work together to ensure that children know and understand the boundaries. This limits unwanted behaviour and children are beginning to understand what is expected of them. The children have 'welly Wednesday' and this is an outdoor learning experience in preparation for attending forest school. The children have the opportunity to explore risks in the outdoor environment and learn to listen to the practitioners, as well as getting lots of fresh air and exercise, promoting their well-being.

Children are developing secure relationships with their key persons and are confident in their presence. This supports their feeling of safety within the pre-school, which in turn, enables children to share any concerns they may have. Children's health is well supported as snack time is healthy and nutritious and in addition they learn about healthy food during themed weeks. Children are being supported to develop skills to become independent as they are asked to wash their hands before snack time which is overseen by a practitioner. The practitioner prepares all of the fruit and gives plates of fruit to the children. There is scope, therefore, to further develop children's independence by involving children in food preparation and supporting the choices they make. The children enjoy snack and are confident to ask for more when they finish the food on their plate.

The environment provides rich, varied and interesting resources which stimulates children to be exploratory learners. The children move freely around the pre-school, stopping to draw a picture then moving onto complete a puzzle with a practitioner and then joining in with imaginative play in the shop. The experiences also support their cooperation as they join in with story and singing time. For children that do not yet have the vocabulary to express themselves, practitioners are skilful at finding ways to understand children. They go down to their height, give them their full attention and ask children to show them what

they would like. This contributes to children feeling worthwhile and develops their self-esteem. The resources and experiences provided, therefore, support children in their all-round development, and subsequently, children are developing the skills to prepare them for transitions to the next stage of their learning.

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

The pre-school provides an environment that is safe for children. There are rigorous policies and procedures in place that ensure children do not leave the premises without a named adult. When children are dropped off at pre-school a practitioner stands on the outer door and at collection times, children are released one by one into the care of a named adult. During the session, risk assessments are in place demonstrating that areas have been checked for safety and that gates are locked. Practitioners are vigilant at being aware of the safety of their surroundings and conduct visual checks to further ensure children's safety. The practitioners are highly competent at safeguarding children because safeguarding training forms part of their induction when they start at the pre-school. Practitioners have an excellent knowledge of child protection issues and how to keep children safe and protected from harm. They understand how to identify concerns and how to report this to the relevant person in charge of child protection. They are aware of the safety issues surrounding mobile phones and cameras and these are not allowed in the pre-school room. Consequently, any child protection concerns are swiftly dealt with contributing to keeping children safe from harm. All practitioners have undergone robust recruitment procedures and the relevant police checks are in place. All practitioners that work with children are therefore suitable to do so. The manager has a very good awareness of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The relevant documents, including accident and medication records, are in place.

The manager has recruited a team of practitioners that are very well qualified to work with children. An even stronger workforce will be developed as further training has been identified. As a result of careful recruitment, and ongoing professional supervision, the teaching is very good and children develop and progress very well under the careful nurturing of highly skilled practitioners. Teaching is regularly monitored and the manager has been proactive at developing the practitioners' use of modelling to support children's language development. Other training courses have been highlighted and the pre-school are due to attend training to further support young children's development in the near future. The planning is monitored so that it carefully matches children's needs. Practitioners are skilled at documenting children's progress and this is reviewed regularly to ensure that all children are making good progress. In the short time that the pre-school has been open children have begun to make rapid progress. This is because the leadership is dynamic and the practitioners are enthusiastic about the learning and care they provide. The manager has recently won the '2013 Inspiring Educator' award and is proactive at disseminating good practice to other settings. The leadership team are highly committed to the pursuit of excellence and this is evidenced by the strong ethos to support young children's well-being and development. The pre-school, which has only been open for a short while, displays many elements of outstanding practice.

The self-evaluation process identifies the strengths of the pre-school as well as an area they are improving upon. The pre-school is building good links with parents and a parents' forum is in place so that parents' views can be sought, to further improve practice. Children's views are also considered and this influences the activities that are provided so that they are meaningful and interesting. Listening to children and considering their views are of high importance and older children gave their views on the pre-school before it opened. The parents are very pleased with the pre-school and they explain the greatest strength is the approachable nature of the practitioners. They further explain that their children are very happy to come and have even started to tidy up at home as that is 'what we do at pre-school'. The parents are fully informed of their children's learning and strong partnerships support engagement in children's learning at home. This is further supported through regular workshops that engage and involve parents at the pre-school. Children's needs are further supported with good links made with the school's Special Educational Needs Coordinator. This ensures that appropriate interventions will be secured if the need arises. Further links with other providers are also being strengthened which enables information to be shared to ensure better learning outcomes for children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY469039
Local authority	Essex
Inspection number	940625
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	17
Name of provider	Hearts Academy Trust
Date of previous inspection	not applicable
Telephone number	01268 727751

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Type of provision

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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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