

Broughton Pre-School

Inspection report for early years provision

Unique Reference Number	309249
Inspection date	11 June 2007
Inspector	Janet, Elizabeth Singleton
Setting Address	King George V Playing Fields, Broughton, Preston, Lancashire, PR3 5JA
Telephone number	01772 860 834
E-mail	
Registered person	Broughton Pre-School (Preston)
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Broughton Pre-School is run by the pre-school committee and is managed jointly by two leaders. It has been operating for approximately 40 years on the present site which is located in the village of Broughton near Preston. The group has sole use of the single story pavilion whilst operating, however, other local community groups use the resource at other times. Children are accommodated in one large room with an additional smaller room and a separate sleep area. Suitable toilet and kitchen facilities are provided on site. All children have access to a secure, enclosed play area and there is an adjacent fenced community play area with fixed play equipment where organised play can also be provided.

There are currently 45 children aged from two to under five years on roll. Of these, 36 children receive funding for nursery education. The sessions are offered each weekday during term time between 08.30 and 15.00. The nursery currently supports children who have a learning difficulty or disability and children for who English is not their first language.

The nursery employs six staff to work with the children, all of whom are qualified in early years. The two leaders hold further qualifications including a BA, Honours degree in Education and Environment and a Post Graduate Certificate of Education.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted as the staff follow good hygiene practices, such as wiping tables and encouraging children to wash their hands before food and after messy activities. They are developing their understanding of why they do this, as they learn about germs, for example, at snack time children are reminded not to touch food because of the germs on their hands. When they cough, they are asked to cover their mouth and staff give a detailed explanation about germs and the risk of cross-contamination. Children's medical needs are attended to by having all the required documentation and consent forms in place. Staff hold certificates of first aid and a current first aid box is readily available should it be required.

Children's dietary needs are met as they enjoy a snack of toast and fresh fruit, sitting together and talking about the morning's events. They access fresh water and milk and can help themselves to a drink of water in order to monitor their own needs for a drink.

Children develop and test their physical skills as they take part in a range of highly stimulating activities both inside and outside the setting. They thoroughly enjoy riding scooters and pushing prams as they delight in playing outside. They practise their balancing as they climb, roll and negotiate the climbing frame and the beam. They develop the play into a 'limbo dance' and limbo under the beam as they giggle and laugh at their antics. They learn to control their small movements and improve their hand-eye coordination as they fill jugs in the water play, join materials together and use pencils, pens and crayons.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children learn to keep themselves safe because the staff have effective safety procedures in place which minimise the risk of accidental injury to children. All the required safety features are available and the security of the premises is good, with the door being locked and entrance being by a staff member.

Children play safely because the staff have a daily checklist for ensuring the safety of the toys and equipment. The children make decisions as they choose from a wide variety of good play equipment which is safe and suitable for them. The good storage of the toys and equipment enables them to make decisions and to enhance their own play, for example, as they choose resources from the enhancement trolleys included in the workshop and sand, water, construction and malleable areas.

Children are protected because staff understand their role in child protection and are confident of the signs and symptoms of child abuse. The key staff have a good understanding of the child protection procedure and are clear of the action to take should a child protection issue arise.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children enjoy and achieve as they take part in a very well balanced, wide range of activities that help them to make excellent progress in all areas of development. They are provided with fantastic play opportunities which are appropriate for their age and stage of development. The setting makes very good use of the 'Birth to three matters' framework as staff follow the children's choices and build on what the children are doing. The children readily enjoy and explore the messy area as they play in the sand, free paint and the water play. Staff make extremely good use of praise, and praise children at all times, for example, 'well done', 'you are clever' and 'that's fantastic'. The children are fully engaged, involved and interested in what they are doing, being occupied at all times as they move freely and choose their activities.

Nursery Education.

The quality of teaching and learning is outstanding. Staff have an excellent understanding of the Foundation Stage and attend training to update their knowledge. They plan a highly effective curriculum which builds on what children already know, with information gained from the assessment procedure and observations. The staff effectively link planning to children's development as they cover the differentiation aspect for all children. They find out about children's starting points as they complete an 'All about Me' book with the parents and from the child's folder of work. The staff are highly skilled at asking questions and supporting children to promote their thinking and develop their problem solving skills.

Children are motivated and eager to learn as they seek out activities with delight and enthusiasm. They are very independent as they choose their own activities and manage their own personal needs in the bathroom. They play extremely well together as they talk about sharing and waiting their turn in the water and to balance on the beam outdoors. They use their extensive language skills as they ask good questions and engage in meaningful conversation with both staff and other children. They enjoy linking sounds to letters as they take part in the 'Shh' sound of the week topic and identify words with this sound, for example, 'shh as in sheep and fish'. They delight in choosing books and they readily access the book corner. They access the well resourced mark making area to make representational marks using a variety of writing tools and some children form letters correctly.

Most children count confidently to 18 as they count children at snack time and circle time. They count toys and bricks as they play, and understand numbers have meaning as they decide how many cups are needed at snack time. They delight in learning about changes and early science as they explore floating and sinking in the water. Children enjoy exploring the malleable materials as they feel the sand between their fingers and experience the different media provided, such as compost, play dough and paints. They enjoy naming colours as they talk about red, green and blue during their play. They become absorbed in their activities and enjoy using their imagination as they take part in the ship wrecked activity, the children pretend to be shipwrecked and design and build a tent type shelter, using a variety of tools and materials, discussing how and what they need to survive. They are enthusiastic singers during circle time, choosing which song they would like to sing and confidently sing to the other children. This approach enables children to make extremely good progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

All children are welcomed into the setting and are valued and respected because the staff ensure all are included by adapting activities so that all can take part. The inclusion of all children is actively planned and monitored and the differentiation aspect is covered in planning. However, gender issues are not sufficiently promoted to build children's awareness.

Children are learning to take responsibility for their behaviour because staff follow positive and effective strategies for helping them to learn to manage their behaviour. The staff ensure children are aware of the boundaries and guidelines because they are consistent and act as good role models, having high expectations of behaviour. Children demonstrate their understanding of the expectations as their behaviour is very good and they are well mannered.

Partnership with parents and carers is good, this being effective and contributing significantly to the well-being of the children. They share good quality information, warmly welcome parents into the nursery and encourage parents to participate in the nursery. They are actively involved in their child's learning by taking 'Rover' the teddy home and by bringing items in for the topic areas and current theme. This ensures children's individual needs are met and a strong link is made with the home.

Children's spiritual, moral, social and cultural development is fostered as they learn about the community and other cultures, engaging in very good activities and accessing good resources which include dressing up and multi-cultural dolls to promote their understanding of people's differences. They learn about the world as they take part in and enjoy celebrating festivals from their own and other cultures.

Organisation

The organisation is good.

Children's care is enhanced by the extremely organised environment to enable children to make excellent choices from a well planned environment. Children's needs are met and safeguarded because all legally required documentation is well maintained. All policies and procedures are regularly reviewed and updated and as a result children's welfare is further protected. However, the incorrect telephone number is on some documentation and, therefore, parents and staff may not be able to contact Ofsted should they need to do so.

The leadership and management is outstanding, with staff being led by a very strong and committed management team, who are very forward thinking and actively plan for change. The staff work exceptionally well together as a team and support each other in their roles. Training is fully promoted for all staff to increase their knowledge and skills to improve their practice and, therefore, the care and education the children. The staff monitor their own performance, which is good, through the effective appraisal system and through the regular staff meetings in order to ensure they meet the individual needs of all children.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was asked to ensure accident records include the date when the accident occurred, to ensure the fire blanket is appropriately displayed and the bathroom floor safety maintained. They were also asked to ensure the daily attendance register reflects

the total number of children present at any one time and to ensure written consent is obtained from individuals whose CRB disclosure notices are photocopied. The setting was also asked to provide children with appropriate utensils and equipment to improve lunch and snack times.

The setting has now updated the accident recording procedure to include the date of the accident. The fire blanket is now hung in the kitchen and new flooring has been fitted in the bathroom. The daily attendance register fully records all attendance and reflects the number of children present. The provider no longer keeps copies of the disclosure notice and, therefore, this is no longer applicable. The children have been provided with plates and cutlery; they also have disposal units for the safe disposal and recycling of left over food and food wrappings.

The above action ensures all documentation that has been updated meets with the requirements of the National Standards. The new flooring keeps children safe when using the bathroom and the fire blanket being easily accessible ensures it is available if required in the case of an emergency. The supplying of appropriate utensils ensures children can manage their own snack and lunch and has improved the health and hygiene aspect of the serving of their packed lunch.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the documentation to include the correct Ofsted helpline telephone number.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure children's understanding of gender issues is promoted (applies to care also).

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk