

Broadlands Pre-School Centre

Inspection report for early years provision

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Inspector

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Setting address

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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 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).

Description of the setting

Broadlands Pre-School Centre is situated in the residential area of Leckhampton, which is to the south of Cheltenham town centre. The pre-school opened in 1981 and moved to its current premises 13 years ago. It is managed by a voluntary parent committee. The premises are purpose built and have an enclosed garden adjacent to playing fields and a park.

Broadlands is open Monday to Friday, during school terms and offers play-based learning for children. Sessions are offered on Monday, Wednesday and Friday from 09.00 until 12.00 and 12.45 until 14.45, Tuesday from 09.00 until 12.00 and 12.30 until 15.30 and Thursday from 09.00 until 12.00 and from 13.00 until 14.45.

The group is registered for 26 children and is registered on the Early Years Register. There are currently 100 children on roll aged from two to four years. The group is in receipt of funding for the provision of free early education. They can support children with learning difficulties or disabilities.

A team of eight staff are employed, some of whom work part time. Of these, five hold a recognised childcare qualification to Level 3 and another is qualified to Level 2. Rota parents support the staff during the sessions. The centre receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Staff recognise the children as unique individuals and offer care to ensure their needs are well met. Children enjoy their time at the group and are making suitable progress in their learning and development. Staff promote most aspects of children's welfare with success, ensuring they are well cared for. However, some records have not been reviewed regularly to ensure children's safety. Partnerships with parents and carers are sound and those with other registered providers have been forged to ensure consistency of care. Staff have started to evaluate their practice to identify their strengths and areas for development.

What steps need to be taken to improve provision further?

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

- continue to develop planning for the group, while keeping a focus on children's individual and present learning needs, interests and achievements
- promote children's awareness of diversity, and help to make families feel welcome, by promoting a positive attitude to disability, ethnicity and cultural and social diversity
- ensure that contingency arrangements for staff absences continue to give a consistent experience for the children
- ensure that parents have regular opportunities to add to their child's progress

- records
- support children in using a range of ICT and ensure this is freely accessible to the children during each session

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that risk assessments are reviewed regularly- at least once a year or more frequently where the need arises (Suitable premises, environment and equipment)

14/09/2009

The leadership and management of the early years provision

The group has sole use of purpose-built premises. Indoors children use two rooms, and the outside play area is freely accessible to the children during the sessions. This ensures that children have plenty of space to move around and enjoy their play and gives them choice in playing indoors or outdoors. The group has a good range of resources, a number of which are easily accessible to the children. This includes a small range of resources which begins to promote children's awareness of diversity. However, children see few positive images in the setting promoting ethnicity, disability and helping to make all families feel welcomed and valued. The group has put in place policies and procedures which reflect daily practice at the setting. These are available to parents on a daily basis in the entrance hall. Records for the children are well maintained, up to date and securely stored. However, the setting's risk assessment has not been reviewed in over a year, meaning that potential risks may not have been identified. Staff have a sound knowledge of the indicators of abuse and neglect gained during training, which most of them have undertaken. They are aware of the procedure to follow if they have any concerns about a child in their care. This helps to safeguard and protect the children attending.

Partnerships with parents and carers are sound. Parents are given an information pack when they first make contact with the group. This contains basic information about what the group offers and an overview of the policies. Information is then shared through informal feedback at the end of the day, newsletters, notice boards and helping on rota duty. Parents are full of praise about the group and the caring attitude of the staff. Parents' evenings are offered twice during the year when parents can look through and talk about their child's progress records. However, there is no formal system in place for parents to comment in their child's progress file. Links with other registered providers are in place and are mostly working well to ensure consistency and continuity.

The staff team are qualified, experienced and enthusiastic. They are aware of their roles and responsibilities within the group. However, staff deployment during staff absence is not always successful, leading to an inconsistent experience for some children. Regular staff appraisals are in place to identify strengths and areas for development as well as training issues. Recommendations raised at the last

inspection have been adequately tackled to help to improve the outcomes for children, but some areas still require development. Children's safety has improved as all staff receive training to deal with a specific health issue, child protection procedures have been improved and a system for reporting complaints is in place. Children's experiences at the group have improved as a number of staff now hold appropriate qualifications and the system for observing and assessing the children as they play has been developed. The recommendations to give children more frequent access to information and communication technology and positive images to reflect diversity still require more work.

The quality and standards of the early years provision

Children are well supported by staff and take part in a range of activities and experiences which, over time, help them to learn and develop. Staff have a sound understanding of the Early Years Foundation Stage and are becoming more confident in delivering it. Staff plan a range of activities for the children to take part in, but these are planned some time in advance so are not always able to follow children's current interests and build on their achievements. Plans tend to be put in place for the whole group, rather than for individual children. Systems are in place to observe and assess the children as they play, noting their achievements. This information is not always used to inform future plans but staff use their knowledge of individual children to ensure that most activities offer suitable challenge to the children attending. Staff provide an enabling learning environment for the children as a number of resources are available for them to independently select. This enables a number of child-initiated activities to take place, balanced with adult-led experiences.

Children show increasing confidence in selecting and carrying out activities, for example, choosing what they want to play with at free play time. Children form friendships and seek one another out to share experiences, such as drawing pictures together. Some children are aware of boundaries, saying 'You need to share' when playing with resources outdoors. Children are confident communicators with adults they are familiar with. They confidently share information about their 'show and tell' items in front of the whole group. Children find their names to self register, helping them to recognise some words. They listen to stories in small groups and one-to-one. Children enjoy drawing and painting, with some giving meaning to their marks, for example, drawing 'mummy and my sisters'. They use large motor movements to draw lines and circles and some form recognisable letters, for example, naming their own work. Children use number language spontaneously as they play and some represent numbers using their fingers. They are able to comment and make patterns using small threading beads. Children begin to show curiosity about why things happen and how things work, for example, when playing with piping and working out which items go down the fastest. They join construction pieces together to build and balance, for example, making a 'light sabre' with bricks. Children construct with a purpose in mind using a variety of resources. For example, some children independently make 'telescopes' by rolling up their pictures and securing them with sticky tape and then using them to spot things in the playing field. Children are able to use some technological toys, but their access to these is limited. They are able to use their

senses to explore a range of different media and materials.

Children learn about how to keep themselves safe as they take part in emergency evacuation drills. Staff have realistic expectations of the children's behaviour and children respond positively to this. Adults are positive role models with their calm and re-assuring manner. Children follow this lead and behaviour is generally good. Children learn about the importance of developing healthy habits as they follow established hygiene routines and enjoy healthy snacks.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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