

Broadshires Pre-School

Inspection report for early years provision

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134451

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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

Broadshires Pre-School opened in 1992 and is run by a voluntary management committee. It operates from one main room in the old school building in Broadwell, Lechlade. The pre-school serves the local area and has links with local schools. There is a fully enclosed play area available for outdoor play, including a grassed area. Children are taken on regular outings to nearby farms, for walks around the village and organised trips further a field to places of interest.

A maximum of 20 children may attend the setting at any one time. There are currently 30 children attending who are within the Early Years Foundation Stage (EYFS). Of these, 14 children receive funding for early years provision. The pre-school is registered by Ofsted on the Early Years Register. The setting supports children with learning difficulties and disabilities and has procedures in place to support children who speak English as an additional language. Children are cared for at ground floor level.

The group opens from Tuesday to Friday during school term times. Sessions on a Tuesday run from 09:00 until 11:30 during the Autumn term and from 09:00 until 14:30 from the Spring term. Sessions from Wednesday to Friday run from 09:00 until 11:30 or from 12:30 until 15:00. Children are able to attend for a variety of sessions. The setting employs five members of child care staff. Of these, three hold appropriate early years qualifications to level 3 or above. There is one member of staff with Qualified Teacher Status. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy, settled and very well cared for in the inclusive environment as staff have a solid understanding of their individual needs and liaise closely with their families. Children are provided with a vast range of interesting and stimulating activities which successfully promote the progress that they make in their learning and development. Secure relationships with children's parents and carers ensure that important information is exchanged about children's welfare, learning and development needs and the progress that they make. Relationships with other providers are developing well. The setting is evaluated effectively, ensuring the pre-school continues to develop and grow for the benefit of all children who attend.

What steps need to be taken to improve provision further?

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

- develop further systems for sharing information with other providers delivering the Early Years Foundation Stage (EYFS).

The leadership and management of the early years provision

Children benefit from the strong committee, dedicated manager and staff team. They work extremely well together to ensure children receive a high quality childcare experience. Continuous communication enables information to flow effectively, ensuring consistency and continuity for all children. Staff use their time extremely well to ensure that every child's individual and unique needs are well met. Clear recruitment, vetting and induction procedures are in place which ensures that children are cared for by staff and suitable adults. All staff have opportunities to update their knowledge and skills through regular access to relevant training and short courses. New ideas are implemented well for the benefit of the children.

Systems of self-evaluation have recently been introduced and are ongoing to ensure continuous improvements are made. Each area of practice is evaluated in order to identify areas for further development. The setting has successfully made improvements since the last inspection, taking into consideration all of the recommendations made. The views of parents and carers are regularly sought and any suggestions are implemented into the setting's organisation where possible.

All documentation required for the safe and efficient management of the EYFS are well maintained. Policies and procedures are effective and inclusive and are implemented extremely well by staff. Children's welfare is safeguarded because quality risk assessments are effective and used appropriately to ensure that action is taken to manage or eliminate risks. As a result, children are cared for in a safe and secure environment and are well supervised by staff. All staff have a solid knowledge of the setting's child protection policies and procedures, which are reflective of Local Safeguarding Children Board (LSCB) guidelines. They understand the action that should be taken in the event of a concern about a child in their care.

Parents and carers are provided with a wide range of information, including a detailed and well presented prospectus that provides information relating to the EYFS and the six areas of learning. Regular newsletters, displays around the provision and free access to the settings policies and procedures ensure that parents and carers develop an understanding of the activities and opportunities available to their children and the way in which their care and learning environment is organised. The setting have developed relationships with local schools and other settings. They verbally exchange information with parents and carers and other providers collecting children each day and have started to exchange information relating to children's next steps of learning. Parents and carers are provided with ongoing information about their children's progress and have free access to their developmental records. Strong procedures are in place to identify and support children with learning difficulties and disabilities and staff are proactive in ensuring that every child receives the support they need to help them achieve their full potential.

The quality and standards of the early years provision

Children relish their time at pre-school and the vast range of rewarding activities and play opportunities available. These offer a wealth of choice and capture children's interest and imaginations. As a result, children are purposeful in their play, concentrate well and readily make decisions about how they would like to spend their time. Children are supported by a capable, skilled and experienced staff team, assisted by parent helpers, which creates a stimulating learning environment. Consistent observation, monitoring and assessment of children's progress results in staff having a clear vision of each child's learning needs. Plans incorporate children's differing needs, identifying how their learning will be consolidated or moved on to the next stage. Staff are supportive in enriching and extending children's play and learning as additional toys and equipment are readily available, for example, to further develop their exploratory play with water and pipes.

Children play well together as part of small and larger groups. They cooperate with their peers, sharing their toys and encouraging others to join in. Children openly talk to staff and confidently express their thoughts and feelings about events in their lives. They are keen to take part in group discussions. For example, at registration time all children take part in discussions about the importance of eating healthy foods and the importance of drinking plenty of water when the weather is warm. Children develop an understanding of letters and sounds as they explore and talk about the letters that make up their names as they play sorting and matching games with letter cards. All children recognise their own names, selecting their name cards when self-registering themselves at the group. Books are available in the book corner and children enjoy accessing these independently to read alone or as part of a small group. Writing resources are freely available to children which they access throughout the day. They write for their own purpose in the role play area, making lists.

Children's problem solving, reasoning and numeracy skills are developed through everyday activities and games. They count confidently up to 10 and back down, adding and subtracting with increasing skill. Children are encouraged to explore patterns and the different shapes that they can make as they mould wet clay and make marks with their fingers in the clay's residue on the table. Outdoors children experiment with cause and effect as they explore what happens as they pour water into pipes. They watch with interest as the water runs from the top pipe, cascading down to lower pipes until it reaches a bucket at the bottom. They concentrate and fit the pipes together to ensure that the water does not run away, demonstrating their problem solving skills. Children initiate ideas confidently into their play and games. For example, they try floating objects such as leaves, toy cars and corks down the pipes, experimenting with the volume of water needed to make each of the objects move from the top pipe down to the bucket. Children independently initiate their own creative learning as they freely access art and craft resources. They are active and benefit from physical activity. They successfully ride on and pedal wheeled toys and climb up the slide before sliding down. Children use their imaginations well as they play outdoors, acting out the role of a teacher in the wooden hut.

Children are busy and occupied in their play and behave very well. They receive warm praise and encouragement for their efforts and achievements which positively fosters their self-esteem. They develop an appreciation of the wider world as they explore cultural and religious events throughout the year. They access a suitable range of toys and resources which reflect positive images of diversity. Children have an excellent knowledge of the importance of leading a healthy lifestyle. They openly talk about exercise and eating healthy foods, recognising that this will help to keep them healthy and well. Children wash their hands at appropriate times and understand that this is to remove germs which may make them ill. They are growing increasingly aware of perceived dangers and of how they can keep themselves safe, for example, through practising road safety techniques. Their understanding is further supported through role play scenarios, acting out crossing the road sensibly during the road safety officers regular visits. Staff encourage their understanding extremely well as they carefully explain potential hazards and how children can keep themselves safe as part of the daily routine. Children enjoy healthy and nutritious snacks each day which offer variety and choice. Their dietary needs and preferences are known by staff and well catered for. Fresh drinks are provided throughout the session, ensuring children are well hydrated.

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?	2
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?	1
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

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