

Broughton Under 5's Pre-School & Nursery

Inspection report for early years provision

Unique reference number	317485
Inspection date	22/04/2009
Inspector	Marian Thomas
Setting address	Broughton C of E School, Kepplewray, Broughton-in-Furness, Cumbria, LA20 6BJ
Telephone number	01229 716 226
Email	
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).

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.

Description of the setting

Broughton Under Fives Pre-School and Nursery is run by a management committee and has been registered since 1971. The setting operates from a portable structure in the grounds of Broughton Church of England School on the outskirts of Broughton-in-Furness in Cumbria. The setting serves children in the local and surrounding community. A maximum of 26 children under eight years may attend the nursery at any one time.

The setting is open from 08.45 to 11.45 on Monday, Wednesday and Friday, and from 08.45 to 15.30 on a Tuesday and Thursday during term time. All children share access to a secure, enclosed outside play area. There are currently 12 children on roll. All are within the Early Years Foundation Stage (EYFS). The provision is registered by Ofsted on the Early Years Register, and the compulsory and voluntary Childcare Register.

The setting employs three regular members of staff. Of these, two hold appropriate early years qualifications. The setting receives support from the local authority and is a member of the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

Overall the quality of provision is good. It recognises the unique needs of each child who attends. Because of this, including every child is a priority to the management and staff of the setting, and this is reflected in the way in which children's learning and development needs are met. Improvements have been made since the last inspection, which ensure planning for each activity takes into account the needs of each individual child. The setting works very closely with the host school and information about children's welfare and learning are shared. Policies and procedures fully reflect the EYFS requirements.

What steps need to be taken to improve provision further?

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

- ensure potential hazards are addressed
- consider ways to make the outdoor curriculum more accessible so that children can make decisions about when and where they want to play.

The leadership and management of the early years provision

The manager and management committee are very aware of the strengths and areas for development of this setting and work hard to recruit and retain high quality staff. As a result children's learning and development are effectively catered for. Records, policies and procedures required for safe and efficient management of the EYFS are effectively kept and are regularly reviewed. All new policies are

written by the setting manager and ratified by the active management committee. Members include parents of children at the setting. This effective partnership work ensures that the needs of all children are met.

All adults looking after children undergo rigorous checks and hold suitable qualifications. Resources, including staff, are well deployed and all adults in the setting strive for improvement to provide high quality care and education for the benefit of all children.

The quality and effectiveness of risk assessments and actions taken to manage or eliminate risks is good overall. However some closing doors present a potential hazard to children.

Provision and outcomes for the children's learning and development are well monitored by the setting manager through regular quality checks and self-assessment. This has led to clear identification of targets for further improvement. Recent training undertaken by the manager has helped promote a good level of self evaluation. As such the setting has a good capacity to continue to improve under the current leadership and management.

Inclusive practice is promoted so that all children have their welfare needs met and achieve well regardless of their background. The setting has strong links with parents and carers, who recognise the happy atmosphere and feel that the setting offers a safe secure and well organised environment that their children enjoy coming to. Parents feel very welcomed at the setting and their views are valued. They also feel that the setting communicates well with them informing them of their child's progress

The quality and standards of the early years provision

Setting staff work very hard to ensure children really enjoy themselves when they come to the provision. This is reflected in children's attitudes and comments. For example, a very young child said 'I love playing in the sand when I come to nursery it make my toes feel squidgy'.

Staff produce a calm and welcoming atmosphere and always join children in their play. This ensures positive relationships with all children. The strength of these relationships is very evident by the speed at which new children settle. This is supported by parents comments such as, 'My child leaves me happily each morning'. Children show very positive attitudes to learning, and all ages are very keen to join in the activities provided. Making their own choices helps them to develop good independence skills.

Children's curiosity and questioning skills are well developed through access to quality learning challenges. These are well linked to the EYFS educational programmes. Outdoor provision for learning is generally good. However children are unable to access this area freely and this limits their ability to make individual learning choices. Children behave very well in the calm and friendly atmosphere provided. A positive behaviour policy is in place, which all children recognise.

Children are polite, share resources, take turns and are considerate towards each other. An example of this was seen when a child used a timer, independent of adult supervision, to fairly distribute time on a favourite toy with a friend. This was an impressive strategy for two three year olds to adopt without adult help, and showed a very good level of personal and emotional development in both children. These high personal standards are reinforced by the manner in which adults respond to each other and to the children.

Active learning is well promoted within the safe and secure setting through the diverse range of activities. This helps the children in the setting to develop good learning skills which directly contribute to their future economic wellbeing. The importance of healthy eating is well established and children are served food which they enjoy and are actively encouraged to try new tastes and experiences. They are aware of the importance of washing their hands before eating to reduce the spread of infection. Children enjoy active play outside particularly when they are helped to climb on the sides, of the slide and this helps to develop their balance and physical fitness.

Children's welfare, learning and development underpin everything that staff do in this provision. This is reflected in the confident, happy attitudes to learning and behaviour that all children display.

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?	2
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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