

Broomley Pre-School

Inspection report for early years provision

Unique reference number	301858
Inspection date	19/05/2009
Inspector	Tara Street
Setting address	Broomley First School, Main Road, Stocksfield, Northumberland, NE43 7NU
Telephone number	07762 212367
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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

Broomley Pre-School is managed by a voluntary parent committee. It opened in 1997 and operates from a classroom within Broomley First School in Stocksfield, Northumberland. The group serves the local community and children attending usually go on to attend the host school. There are no issues which may hinder access to the premises. A maximum of 26 children aged three to five years old may attend the setting at any one time. The group is open five days a week from 09.00 to 11.45 term time only.

There are currently 24 children on roll who are within the Early Years Foundation Stage (EYFS). Of these, 22 are in receipt of funding for nursery education. The setting supports children with learning difficulties and/or disabilities. The provision is registered by Ofsted on the Early Years Register.

There are three members of staff, including the manager, who work directly with the children. All of the staff hold appropriate early years qualifications and teacher support is provided by the school. 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 the provision is good. Broomley Pre-School provides effectively for children in the EYFS. Children are making good progress in their learning and development and their individual needs are generally met well because overall staff recognise and support their uniqueness. Children thoroughly enjoy their time in the setting and their welfare is well promoted. The quality of education and care is good and continuous development is promoted effectively through clear plans which identify areas for improvement.

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 system to ensure the differing needs of individual children are clearly highlighted enabling staff to tailor their approach to each child
- develop further children's use of information and communication technology by ensuring battery operated resources are in good working order
- ensure the safeguarding children policy is in line with Local Safeguarding Children Board guidance and procedures.

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

- request written permission from all parents for seeking any necessary emergency medical advice or treatment in the future. (Promoting good health)

22/05/2009

The leadership and management of the early years provision

The management of the setting is focused on ensuring that all children have effective opportunities to develop and make good progress in their learning, and that their welfare is promoted well. There is a strong sense of purpose and commitment within the team of motivated and enthusiastic staff who work very well together. Most of the records, policies and procedures, which are required for the safe and efficient management of the setting, are in place. These are implemented appropriately to ensure that the needs of all children are met and that they are protected. However, written permission is not consistently requested from parents for the seeking of any necessary emergency medical advice or treatment in the future, which is a requirement of the EYFS. Staff are aware of the setting's policies and procedures and show a sound understanding of safeguarding children. However, the child protection policy does not fully reflect the changes to the local authority procedures from April 2006 with regard to the Local Safeguarding Children Board. There are sound recruitment policies and procedures in place. Children are cared for by qualified and experienced staff who are well supported in order for them to fully develop their skills through ongoing training. Resources and the premises are well maintained and suitable for their use, as the staff effectively monitor and update the detailed risk assessment. Staff are effectively deployed within the setting which is well organised with different areas of play set out to enable children to make free choices. The management and staff have a positive approach to continuing improvement. The recommendations made at the last inspection have been fully implemented.

All staff within the setting work very closely with parents to ensure children's individual needs are generally met. An effective system has been introduced which encourages parents to become more involved in their children's learning. For example, as individual development records are updated by key persons, they are shared with the parents and their comments are welcomed by the staff. There are good links with other providers in the area, and an ongoing sharing of information between the pre-school and other settings the children attend, enabling consistency in the children's education.

The quality and standards of the early years provision

Children make good progress towards the early learning goals as staff have a good understanding of the EYFS. Planning documents cover the six areas of learning well and ongoing observations enable staff to record children's achievements and identify their next steps in learning. However, planning does not always clearly identify the differing needs of individual children which limits the setting's ability to ensure each child's needs are being met. The well organised environment enables children to become independent learners which develops their confidence effectively. They make many choices, initiate their own activities and play imaginatively with the resources available. Children use a variety of collage materials to create a picture of their garden while others use pencils and paper to

make shopping lists. Staff effectively extend activities by questioning and encouraging the children to think of different things they can do and make. For example, children put socks over their shoes and walk through water, soil and then seeds before putting the sock in a bag in the window to see if anything will grow. As a result their imagination and creativity are well supported and promoted. Early literacy and numeracy skills are developed well. For example, children concentrate for a long period of time on a counting game on the computer. Children are confident as they freely access a very good supply of writing materials and resources which enable them to practise their early writing skills. For example, children confidently use scissors, pens, stencils and a variety of pens, which develop their pencil control and hand to eye co-ordination skills.

Children cooperate well with their peers, share and take turns and are developing an understanding about right and wrong. They are beginning to learn to take care of themselves. They clearly understand why they wash their hands before snack and have ongoing discussions with staff about how to keep themselves and others safe. Children experience a good range of regular activities both inside and outside which develops their coordination and balance skills. They eagerly participate in games, plant and care for vegetables and explore the slide and climbing frame. Children's knowledge and understanding of the world around them is effectively promoted through daily resources and their involvement in a range of activities which look at different celebrations and cultures from around the world. Children's information and communication technology skills are enhanced as they experience a good range of opportunities to access a computer, compact disc player and camera. However, some opportunities for children to explore technology are limited due to battery operated resources not being in good working order.

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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