



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 253729

DfES Number: 517348

### INSPECTION DETAILS

Inspection Date 20/03/2003  
Inspector Name Gill Ogden

### SETTING DETAILS

Setting Name Brant Broughton Pre-School  
Setting Address Brant Broughton C Of E Methodist Primary School  
Brant Broughton  
Lincs  
LN5 0RP

### REGISTERED PROVIDER DETAILS

Name The Committee of Brant Broughton Pre-School Committee

### ORGANISATION DETAILS

Name  
Address

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting
Brant Broughton Pre-school has been established in the village since 1979. It currently operates from a classroom in Brant Broughton Primary School. It has access to toilets and the school hall, playground and playing field. The group serves the local surrounding villages. The pre-school is registered to provide 18 places for children generally aged between two and a half and five years. There are currently 34 children on roll. This includes 16 funded three-year-olds and 8 funded four-year-olds. The group supports children with special needs and at the moment has no children whose first language is not English. The pre-school is open during school term time each weekday, except for Fridays, between 9 am. and 3.15 pm. On Fridays it is open between 9 am. and 12 noon. The group operates with a core staff group of four, two supply staff and a rota of mother helpers. Staff are appropriately experienced and/or qualified or working towards qualifications. Support is available through the Early Years Development and Childcare Partnership from a curriculum adviser. The group is a member of the Pre-school Learning Alliance.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Brant Broughton Pre-school provides a warm, caring and stimulating environment where children make very good progress towards the early learning goals. Particular emphasis is given to personal, social and emotional development, mathematical development and communication, language and literacy but all areas are promoted very well. The quality of teaching is very good. Staff have a good understanding of early learning goals and deliver the curriculum mainly through well planned and organised free play activities. A useful assessment system enables effective planning to meet individual children's needs. Strong team work ensures the provision of very good role models for children. Children with special educational needs are also supported well. The leadership and management of the setting is very good. The democratic approach is successful in effectively using staff's individual strengths and encouraging a participative approach to monitoring and evaluation. The maintenance and improvement of standards is promoted through a commitment to training. The partnership with parents is very good. They receive useful information both written and verbal and have various opportunities to become involved in their children's learning for example through information received, parents' rota and membership of the management committee. The staff make every effort to build on information received from parents in the best interests of the children.

### What is being done well?

- Provision in the areas of personal, emotional and social development, mathematical development and communication language and literacy is very good. Children are absorbed in the activities provided and consequently behave well and respond to challenges set for them. - Assessment of children's learning is very good, enabling purposeful planning for their future development. - Management give high priority to staff training to ensure standards are maintained and improved.

### What needs to be improved?

- the consolidation of planning through more specific reference to the stepping stones - the wider extension of provision for musical development

### What has improved since the last inspection?

The setting has made very good progress since the last inspection. Stepping stones have been purchased and beams and climbing obstacles have been installed in the outdoor play area. In inclement weather the school hall and apparatus is used. The children now have more opportunities to regularly practice their balancing and climbing skills. Training on special educational needs has been completed and a named co-ordinator is in place. This has resulted in the staff and setting being better equipped to provide for children with special educational needs.

## SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children are very enthusiastic about their learning and are keen to become involved in all activities, often initiating them. They are confident and have good relationships with adults and peers. Their behaviour is very good	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Very Good
Children have many opportunities to practice their communication skills and as a result they speak clearly and confidently. They link sounds and letters well and have lots of opportunities to reinforce their learning. They enjoy listening to and relating stories so they are keen to use books. Children are interest ed in writing for a purpose and developing their pencil control skills.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Very Good
Children are enabled, through the free play approach, to count with confidence and have regular opportunities to practice their calculating skills. They use mathematical language well.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good
Children talk enthusiastically about their families, the environment and events in their lives. They have many opportunities to develop a good understanding of differing cultures. They are skilled at using the computer both for pleasure and to reinforce their learning.	
PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children move confidently and safely and have many opportunities to develop their small hand and whole body skills. They regularly access and use a good range of equipment in a purposeful way, both indoors and outdoors.	
CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children engage freely in imaginative play and are well supported to use resources in a way which helps them to reinforce their learning across the curriculum. They express themselves through a variety of creative materials.	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	
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<b>OUTCOME OF THE INSPECTION</b>
The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

<b>WHAT THE SETTING NEEDS TO DO NEXT</b>
- consider consolidating planning through more specific reference to stepping stones. - consider widening the provision for musical development