

Broad Town Pre-School

Inspection report for early years provision

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Inspector Judith Goodchild

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Broad Town Pre-School opened in 1992. It operates from a mobile classroom in the grounds of the primary school, in Broad Town village, near Swindon. There is a fully enclosed outdoor area for the pre-school, who also have the use of the school playground and field. It is managed by a voluntary management committee, made up of parents of children at the pre-school and members of the local community. The pre-school serves the local area. The pre-school is on the Early Years, compulsory and voluntary registers. The pre-school is registered to care for no more than 20 children from two to under five years at any one time. There are currently 22 children aged from two to four years on roll. This includes 14 children who receive nursery education funding. Children attend a variety of sessions. The pre-school supports children with special educational needs and/or disabilities. The pre-school opens five days a week during school term times. Sessions are from 9am until 3pm from Monday to Thursday and 9am until 12noon on Fridays. There are three staff members who work with the children. The Manager is studying for the Early Years Professional Status diploma and a Post Graduate Degree in Early Years. The deputy manager has a level 3 qualification in early years and the other member of staff is working towards a qualification. Support is received from the local authority's Early Years team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Broad Town Pre-School is a good, inclusive provision that successfully meets both the welfare and learning needs of children. Safeguarding arrangements are good. Behaviour and social relationships are good and the children receive a good standard of care. The Early years Foundation Stage curriculum is firmly embedded in daily practice. Capacity for continued improvement is good and based on accurate self-evaluation of its work that involves all staff.

What steps need to be taken to improve provision further?

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

- refine assessment systems to ensure that next steps in learning are matched to the individual learning needs of the child
- maximise opportunities to involve pupils further in developing their understanding about healthy foods.

The effectiveness of leadership and management of the early years provision

The pre-school runs smoothly on a daily basis. A new manager has taken up post this term and has the drive and enthusiasm to bring about further improvements.

The pre-school under its new leadership is currently reviewing all aspects of its practice. A high priority is given to the welfare of children and it is an inclusive setting. Provision for the safeguarding of children is good. Staff are committed to ensuring children receive a good standard of care and experience a wide range of learning opportunities. Planning of creative and exciting learning activities, such as the Forest School, enable children to make good progress towards their early learning goals. There is a strong team ethos within the pre-school and good communication between staff. The committee has a strong involvement with the running of the pre-school and has an accurate understanding of its strengths and areas for development. There is a commitment to the continuous professional development of staff including training for special educational needs and/or disabilities.

Regular planning and review meetings enable staff to assess the progress of children and plan their next steps in learning. Staff are skilled in observing children. Through 'Learning Journeys' children's progress based on their starting points is systematically tracked. However, planning of activities is not refined enough to ensure a better match of work to children's individual learning needs and ensuring they receive appropriate challenge. Links with the primary school are good and there is an effective working partnership between the two settings. Children benefit from being able to use well-deployed resources and facilities such as the outdoor areas. Children integrate well with the Reception class prior to transfer and this aids their smooth transition. Links with parents and carers are good. Parents are fully involved with the induction of their child and termly meetings give parents the opportunity to discuss progress with key workers. Parent volunteers help to support visits and also staff Forest School activities. Key workers are always available to talk to parents at the start and end of sessions. The parents' notice board gives information about the weekly topics and helps them to support these at home.

The quality and standards of the early years provision and outcomes for children

Through well thought out induction procedures children settle quickly into the welcoming and secure learning environment. They clearly enjoy their time at pre-school. By the time they start primary school most have made good progress in their development and have reached age related expectations. Good use is made of both the inside and outside environments to promote their development. The Forest School provides additional enrichment for children. Children are kept safe and they understand the importance of safe play. Children benefit from a good standard of care. Independence is encouraged and there is a good balance between adult-led and child-initiated activities. Children are able to choose a weekly theme for their play. Singing is the current theme and children enjoy singing and dancing to a tape recording of nursery rhymes. Children's behaviour and social relationships are good and they work and play well together. Sharing is encouraged. The accessible book corner has a good range of texts that appeal to both boys and girls. Children take books to read in the quiet area. Other resources appeal to both boys and girls and for the range of children's ages.

Healthy snacks are provided and children are encouraged to observe basic hygiene routines. Parents provide healthy lunch boxes and hot meals are provided by the primary school. Opportunities are missed to help children to make healthy choices of food and drink. They have no choice in what they would like to have for snack or discuss what healthy food is. Planning does not identify opportunities for children to cook. Children use their bikes and scooters in the playground and use a climbing frame that supports their physical development. The Timber Trail is a particular favourite. The pre-school provides wet weather clothing so that children are able to play out in all weathers. Watching birds at the feeders helps to develop children's knowledge and understanding of the world and seasons. This year Blue Tits hatched out in their nesting box. Children enjoy the good range of activities, such as play dough modelling, painting and other creative activities, which help them develop their coordination and concentration skills. Evidence in Learning Journeys shows good development of early writing and literacy skills over time.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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

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