

# Broadhill Pre-School

Broadhill Pre School, 131 Hailey Road, Witney, Oxfordshire, OX28 1HL

## Inspection date

17/09/2012

Previous inspection date

07/06/2010

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Most children engage in appropriate play because staff provide a suitable range of activities and resources.
- Children make some progress for their ages with sufficient support from staff.
- Staff are kind and caring, which has a positive impact on children's social skills.
- The new managers are enthusiastic and are making improvements to practice.

### It is not yet good because

- The key person system does not always effectively support children new to the pre-school.
- Older and more able children do not make the best progress they can because staff do not plan activities to challenge them.
- Children's learning is sometimes limited because staff do not always talk with them about what they are doing
- Not all children have sufficiently challenging and interesting experiences because staff restrict the time for children to play outdoors.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities both indoors and outdoors, including joint observations with one of the managers.
- The inspector held meetings with both managers, the chairperson and the special educational needs coordinator.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at children's assessment records, and the recruitment records and qualification certificates of staff.

### Inspector

Gill Little

## Full Report

### Information about the setting

Broadhill Pre-School opened in 1974 and is run by a parent management committee. It operates from purpose-built premises adjacent to the local primary school on the outskirts of Witney, Oxfordshire. The building provides a large main room, kitchen and toilet facilities and a large enclosed garden. The pre-school has some links in place with the school.

The pre-school is registered on the Early Years Register and is currently caring for 44 children aged from two to four years. It supports children with special educational needs and/or disabilities and children learning English as an additional language. It is in receipt of funding for the provision of free early education for children aged two, three and four. It operates on weekdays from 9am until 3pm during school term times. The pre-school employs eight staff, of whom six hold relevant level 3 qualifications, with one member of staff working towards a relevant level 2 qualification.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- Help children settle at the pre-school by identifying a key person for each child before they start attending, and improving the use of key persons to help new children become familiar with the pre-school and to feel confident and safe within it.
- Improve the provision of planned, purposeful play for older and more able children by providing activities and resources that arouse their curiosity and encourage deep involvement, and by engaging children in sustained shared thinking.
- Improve the quality of learning experiences for all children by talking with children during play activities to help them think about what they are doing and possible ways forward.

#### **To further improve the quality of the early years provision the provider should:**

- increase opportunities for children to move freely between the indoor and outdoor environments.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children enjoy exploring a suitable range of activities that help them make progress in the different areas of learning. These include activities to develop their physical skills, such as climbing in different ways on overhead bars or playing a traffic light game that encourages them to stop and go at signals. Children develop positive social skills by playing games together and taking turns. They gain an interest in books and stories because staff read with enthusiasm and encourage children to share their ideas. They make appropriate progress in their communication skills as staff sometimes talk with them during the sessions. Staff provide sufficient support to help children develop mathematical skills by

recognising numbers and by exploring large construction equipment in the garden. Staff provide sufficient encouragement to help them develop their imaginations and creative skills by exploring printing, modelling dough and musical instruments. Children enjoy activities in the attractive and spacious garden, although staff restrict the time available to play outdoors. This minor weakness has an adverse effect on children who learn better outside.

Most children engage appropriately in their play for most of their time in the pre-school. They show some ability to concentrate and persist with ideas, and staff provide some suitable support. For example, staff offer praise, help children to understand rules and match pictures. However, staff interactions do not always focus on extending learning, which adversely affects the progress children make.

Good procedures are in place to support children with special educational needs and/or disabilities. Staff work closely with parents and outside agencies to make sure that agreed strategies work well in practice. The special educational needs coordinator monitors closely the progress of children about whom there are areas of concern to make sure achievement gaps are closing. Processes to observe and assess the development of all children are generally sufficient to help them make adequate progress in relation to their ages and starting points. However, staff are not effectively planning activities to challenge older and more able children. They are currently concentrating on helping younger children settle into the pre-school, which has affected the quality of activities for other children.

Staff work appropriately in partnership with parents. They encourage parents to share information about children's starting points when they first attend pre-school so that they can respond appropriately to children's interests and levels of development. They provide parents with regular updates of children's progress through daily discussions and consultation evenings. Staff make helpful suggestions for additional activities at home to support children's learning further. For example, they provide recipes to make soup or modelling dough, especially where children show interest in these activities.

### **The contribution of the early years provision to the well-being of children**

The learning environment, both indoors and outdoors, provides plenty of space and sufficient activities to support children's all-round development. Staff are kind and caring, which has a positive impact on children's social skills and behaviour. Most children demonstrate suitable levels of confidence and self-motivation. Most children form good friendships, play well together and respect each other. They take care to avoid hurting one another, for example avoiding collisions when playing on bikes in the garden. The pre-school offers a secure environment, where most children show that they feel safe. Staff calmly reassure children who are new to the pre-school or unsettled following the long summer holiday break. Managers allocate a key person to children when they begin to show attachments to staff members, and the key person then develops suitable

relationships with children and their parents. However, this process does not enable new children to establish bonds with staff in preparation for starting in the pre-school, which makes it harder for some children to settle in their first few days.

Suitable procedures are in place to help children learn about the importance of healthy lifestyles. Children enjoy playing a healthy-eating lotto game that encourages them to identify healthy and less healthy foods. They receive helpful support from staff to recognise which foods are good for them. In addition, they enjoy growing their own vegetables and using them to make soup. This helps them to develop a suitable understanding of nutritious foods in the world around them. They enjoy healthy snacks, such as tomatoes and cucumber, and staff encourage parents to provide nutritious lunch boxes. Staff encourage children to develop their independence, such as washing and drying their hands after using the toilet or putting away their rubbish from packed lunches.

Staff develop suitable links with the local school to help children prepare for future transitions. The new managers are improving relationships with teachers by engaging in discussions with them about expectations for children's transitions. Staff actively support children moving up to school by accompanying them on visits and arranging to attend school events, such as the harvest festival. These processes are helping children to become familiar with the school environment and school staff, which suitably promotes continuity of care between the settings.

### **The effectiveness of the leadership and management of the early years provision**

The new managers are enthusiastic about the potential of the pre-school and are making improvements to current practice. They are working closely with the committee to consider areas for improvement and to address weaknesses. For example, they have recently reorganised the layout of the room to improve children's engagement in activities and to improve supervision. Since the last inspection, staff have made improvements to resources and activities available in the garden. In addition, they have developed risk assessments and improved some aspects of planning. These improvements have some positive impact on the quality of children's experiences. Staff continue to develop other aspects identified for improvement at the last inspection, such as partnerships with other settings. Self-evaluation procedures are beginning to have some impact as the new managers actively encourage staff to contribute their ideas, which is developing a positive team ethos.

The new managers show a positive approach to supporting other staff to improve their knowledge and understanding, and to work towards further qualifications. Regular appraisals encourage staff to reflect on their strengths and weaknesses. Senior staff and committee members are keen to help other staff develop confidence in their abilities. This approach is beginning to have a positive impact on the staff team.

Partnerships with parents and outside agencies are generally effective. Partnerships with other early years settings that children attend, or transfer to, are improving. For example, staff are developing links with local childminders to improve continuity of care for children.

The new managers and committee demonstrate that they are meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Effective procedures are in place to make sure that staff understand their roles and responsibilities with regard to safeguarding children. For example, they all attend appropriate training and discuss safeguarding issues at every team meeting.

The managers and committee demonstrate that they understand their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. Adequate procedures are in place to monitor the educational programmes and children's assessments. For example, the new managers check children's development records and make suggestions to staff for improvements. Staff are particularly effective in supporting children with special educational needs and/or disabilities. The staff and management team are aware of some weaknesses in practice and show an appropriate capacity to make further improvements.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

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Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	134458
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	813832
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Broadhill Playgroup
<b>Date of previous inspection</b>	07/06/2010
<b>Telephone number</b>	01993 705509

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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