

Broadlands Pre-School Centre

Burrows Field, Moorend Grove, Leckhampton, Cheltenham, Gloucestershire, GL53 0EY

Inspection date

05/02/2013

Previous inspection date

16/07/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are eager to learn, active, happy and comfortable in their surroundings and as a result, they are progressing well in all areas of learning and development.
- The staff provide a warm, welcoming environment where children feel safe and secure in the setting.
- Children behave very well and clearly understand the rules of the setting; they make friends quickly and interact well together.
- Good partnerships with both parents and other early years settings that children attend means that all adults are able to contribute to individual children's learning and development.

It is not yet outstanding because

- There is an imbalance between child initiated activities and those led by adults towards the end of the session, with some children not being fully engaged and interested when adults do not interact sufficiently in their play.
- Parents' and children's ideas and suggestions are not always gathered and used effectively to shape the future development of the provision and improve children's outcomes.

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 spoke to the chairperson.
- The inspector spoke to the play leader and some staff members.
- The inspector observed the children at play inside and outside.
- The inspector spoke to, and took into account the views of, children and parents.
- The inspector sampled the setting's documentation.

Inspector

Hilary Tierney

Full Report

Information about the setting

Broadlands Pre-School Centre opened in 1981 and moved to its current premises 18 years ago. The pre-school is situated in the residential area of Leckhampton, which is to the south of Cheltenham town centre. It is managed by a voluntary parent committee and is registered on the Early Years Register. The premises are purpose built and have an enclosed garden adjacent to playing fields and a park. The pre-school is open each weekday during school terms. Sessions on Mondays, Wednesdays and Thursdays are from 9am to 12 noon, and Fridays, from 9am to 2pm, are for pre-school children. The pre-school session on Tuesday runs from 9am to 1.30pm. Sessions on Mondays, Wednesdays and Thursdays from 12.30pm to 3.30pm are for rising three-year-old children. On

Tuesdays, the session from 1.45pm to 3.00pm is for children who are rising two-year-olds and parents remain with their children. There are currently 86 children on roll aged from one to four years. The pre-school receives funding for the provision of free early education for children aged three and four years. The pre-school offers support to children with special educational needs and/or disabilities and those who learn English as an additional language.

A team of eight staff, and an additional three cover staff, are employed and work directly with the children. Of these, one holds primary qualified teacher status, two hold senior teacher qualifications, four hold NVQ level 3 and one is unqualified. Of the cover staff, two hold a recognised childcare qualification at level 3 and one is unqualified. Parents, on a rota, support the staff during the sessions.

What the setting needs to do to improve further

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

- consider more effective ways to take into account both the views of children and parents in improving the provision and children's outcomes further
- improve routines so there is a wider range of adult-led activities to help keep children fully engaged and interested.

Inspection judgements

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

Children are progressing well, relative to their starting points, and take part in a wide range of activities. Parents feel involved in their children's learning and development and have regular access to their child's learning journals, being able to make comments of their own. Children are settled well at the pre-school. They make friends with each other and interact well as they play. Children develop their imagination well through role play. A group of children enjoy making 'meals' for their dolls and the member of staff who is with them. They use the play microwave to 'cook' the food. The member of staff carefully uses open questions to develop children's play and their communication and language skills. Children have good opportunities to develop their physical skills. They enjoy outside play and understand they have to put boots on to go outside, as it is muddy. They enjoy working together to move the log pieces around on the decking and making a circle where they can sit and chat together. These activities help to develop children's personal, social and emotional development. During the whole session, children initiate their play and

adult-led activities are kept to a minimum. As a result, just before tidy up time some children start to lose focus on what is on offer and become noisy because staff do not interact sufficiently to keep them engaged and interested.

Children have easy access to books and enjoy looking at them alone or with staff. Children's language skills are developing well, through interactions with the staff and each other. Staff ask open questions to help children think and problem solve. For example, children collect a selection of shells and proudly show a member of staff what they have. The member of staff questions children about the shapes of them, where the shells can be found and what else would they see at the beach. These children are asked if they would like to play in the sand with the shells. Children then enjoy pouring the sand into the shells and seeing how much they hold. This helps to develop children's early mathematical skills. Children's early writing skills are developing well, having easy access to a range of equipment with which to develop their mark making skills. The more-able children are encouraged to write their names on their work. Children recognise their names through the self-registration process, when they enter the room they find their name card. Children are acquiring the skills, attitudes and dispositions they need for their next stages of learning.

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

Children demonstrate they feel safe and secure; they are confident, eager to learn and enjoy their time at the pre-school. Staff are sensitive to children's needs, encouraging parents to stay with their child until they settle. The key person system works effectively and the staff know their key children well.

Staff are vigilant in their supervision of the children, in particular when parents leave and collect their children. Children are well behaved and understand the rules of the pre-school. For example, they understand that when the chimes are rung they have a short space of time left to complete their activities. Then when the whistle is blown children understand they have to tidy up, which they do with enthusiasm. Staff actively promote equality and diversity and use parents' knowledge when they celebrate festivals, such as Chinese New Year, to help children learn about different peoples' backgrounds.

Children are beginning to learn about healthy lifestyles. They have regular access to the outside play space as the doors are open most of the session. Children understand they can use the outside play space whenever they choose for climbing, balancing, riding bikes and exploring the world around them. For example, children use the map on the wall outside to talk with staff about where the pre-school is and where they live. Snacks are on offer during the session and children choose when and what they would like to eat. This means that children can take a natural break in their play to eat. Children develop their independence well during this time. They wash their hands before coming to the table, with little or no prompting from staff. Children sit well together and chat happily with each other. They confidently pour their own drinks and make sure they have left enough for others.

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

Staff are knowledgeable and understand the learning and development requirements of the Early Years Foundation Stage. They complete detailed observations and assessments on their key children and plan clearly for children's next steps. As a result, children are progressing well in all areas of learning, relative to their starting points. Generally staff know children's starting points, as this information is gathered from parents when the child starts at the pre-school. Clear policies and procedures are regularly updated and are easily accessible for both staff and parents. Staff keep children safe and detailed risk assessments contribute to staff's awareness of hazards around the setting. The provider has a clear understanding about meeting the safeguarding requirements and as a result, children's welfare is promoted effectively.

Good partnerships with parents and other early years settings that children attend are being developed. Regular sharing of information between them means that all adults are contributing to the children's learning and development. Staff share information with parents verbally, through regular newsletters, the detailed notice board and individual meetings so that they are engaged well in their children's learning and development. Parents speak highly of the staff, the care provided and how happy and well settled their children are.

Staff receive good support from the committee and regular meetings help ensure information is routinely shared. Clear recruitment and induction processes are in place; this ensures that all staff are suitable to work with children. Regular staff appraisals mean that staff's training and professional development needs are clearly addressed. Staff work well together as a team and are highly motivated. They have worked hard to address the recommendations from the last inspection. Clear action plans have been put in place and evaluation of practice has been effective and clearly identifies areas the staff want to improve and develop in order to improve children's outcomes. Although parents are given regular questionnaires to complete, they are not asked to contribute to the evaluation of practice. Staff have not considered asking children for their ideas or suggestions during this process.

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.
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

Unique reference number	101632
Local authority	Gloucestershire
Inspection number	813202
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	26
Number of children on roll	86
Name of provider	Broadlands Pre-School Centre
Date of previous inspection	16/07/2009
Telephone number	01242 256 354

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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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