

Broadbottom Pre-School

Community Centre, Market Street, Broadbottom, Hyde, SK14 6AX

Inspection date	10/10/2013
Previous inspection date	03/11/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 benefit from staffs' skilful and imaginative use of the local environment. It is well planned, stimulating and exciting for all children. Consequently, they make good progress in all areas of learning through these first-hand experiences.
- Staff have effective partnerships with parents and others, which makes a significant contribution to children's individual care, learning and development.
- Staff form close and caring relationships with all children, which ensure children settle successfully. Consequently, they are happy, content and have good levels of confidence.
- The manager monitors the pre-school effectively and supports the staff team's professional development, this is enhanced by peer observation, which in turn benefits all children.

It is not yet outstanding because

- There is scope to provide children with more opportunities to practise their early writing skills through all areas of play.
- There is room to enhance children's independence and self-help skills during routine activities.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children during activities indoors and outdoors.
- The inspector held a joint observation with the manager.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the manager, staff and a member of the committee at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Dawn Larkin

Full Report

Information about the setting

Broadbottom Pre-School is committee run and has been open since 1971 and is registered on the Early Years register. The pre-school operates from the main room within Broadbottom Community Centre in Hyde. It has the use of a small room, toilet facilities and a kitchen located off the main hall. There are two outdoor play areas.

The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications; five at level 3 and the manager holds Early Years Professional Status and Qualified Teacher Status. The pre-school opens Monday to Friday, term time only. Sessions from 9am until 12noon with an additional session on Thursday afternoons, from 12.30pm until 3.30pm. Children attend for a variety of sessions. There are currently 27 children attending, who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance children's opportunities to freely make marks through the provision of everyday resources and activities. For example, by providing a wider range of resources and purpose for their writing, such as in the role play area
- promote children's independence further, for example, by allowing children to serve themselves and pour their own drinks at snack time.

Inspection judgements

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

Children are well supported in their learning and development because staff have a good knowledge and understanding of the Early Years Foundation Stage. They have a good awareness of the ways in which children learn best and provide them with many opportunities to explore, investigate and to learn through first-hand experiences. Consequently, children thoroughly enjoy attending nursery and are active learners. For example, children investigate how to identify the different trees in the woods now the leaves have fallen. Staff skilfully support children to extend their learning through effective questioning and by encouraging them to investigate the different types of bark by using a variety of senses and making bark rubbings.

Prior to joining the pre-school parents and children visit to spend time with their key person and to share relevant information about their children's welfare and interests. This ensures every child's key person knows their individual needs and a good partnership is established with families. Staff undertake regular and detailed observations to identify the next steps in children's development across the seven areas of learning. Children's progress is tracked and the completion of the progress check at age two, mid-year and end of year reports ensures staff have a good knowledge of children's development in all seven areas of learning. This also allows staff to plan accordingly, taking account of children's individual needs. Consequently, staff provide children with a broad range of stimulating activities, ensuring they make good progress towards the early learning goals. Learning journeys are sent home on a six week cycle and staff share ideas and activity packs with parents about how they can extend their children's learning at home.

Children are developing a good understanding of the world around them because staff plan exciting experiences using the local environment. They enjoy spotting, counting and naming different fruits and vegetables in the nearby allotment. For example, a child comments 'I can see a pumpkin'. Children are given regular opportunities to explore the local environment through 'rain and shine days'. The skilful staff incorporate all areas of learning into the session and recap on prior learning during their walk to the woods, by asking open-ended questions. Children wave at staff in the local shops and recall the purpose of each shop and what they can buy. For example, when passing the post office, 'can you remember what we did when we went into the post office?' Children had purchased stamps earlier in the week and sent letters home, fostering a purpose for writing and supporting their communication skills. Children's speaking and listening skills are promoted well as staff stop to listen to children during the walk and given them time to answer questions. Staff repeat children's phrases with the correct pronunciation, resulting in children hearing the word as it should be said. Staff enthuse and motivate children by joining in with a game 'Where is Skogsmulle?' This encourages children to join in and supports them in language development and turn taking because staff model this to them.

There are many opportunities for children to develop their mathematical skills, such as counting the number of motorbikes they hear, sorting and counting the different birds in the pond and sorting small world ponies. Staff use mathematical language when children are making wigs describing the length of the hair. Children's understanding of how things work and use of technology is encouraged through access to using a digital camera and pressing buttons to make toys move. Staff support children's imaginative play in the role play area that is set up as a hairdressers by joining in with their play, this motivates and extends children's learning. However, there are missed learning opportunities to promote early writing skills in their role play and within the pre-school because a wide range mark making materials is not always easily accessible and motivating to children. Daily access to a wide range of equipment in the well-resourced outdoor areas ensures children are able to practise riding bikes, jumping and manoeuvring their bodies and negotiating their way around the available space. In the woods children enjoy running, climbing and balancing on logs. Children demonstrate fine motor control when pretending to start a fire by rubbing two sticks together.

Children's readiness for school is supported because staff give them the opportunity to engage in early reading skills. For example, at the start of the day children are encouraged to find their name using phonemes and letter shapes, providing children with an awareness of linking letters with sounds. Staff share stories with children giving them time to look carefully at the illustrations and asking open-ended questions, 'What was your favourite part of the story?' fostering an interest in books and stories. Before starting group time, children are encouraged using picture cards to use different skills; listening skills, thinking skills, speaking skills to be ready to learn.

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

Staff welcome children warmly on arrival. Children are extremely well settled and secure and they enjoy trusting and caring relationships with staff. This results in the warm and caring atmosphere that is clearly evident at the pre-school and means that children's emotional well-being is well fostered. The effective key person system contributes towards children's feelings of security and well-being. Attachments are strong because staff listen closely to parents and children during the settling-in time, children happily say goodbye to their parents before independently engaging in activities. Parental involvement in this process is tremendously valued and as a result, children are settled and this has a positive impact on their move from home into the pre-school. Parents feel that their children are treated as individuals as soon as they start at the pre-school. The move to school is skilfully supported and managed through a good partnership with the local school and this results in children settling quickly into their new school and parents feeling supported.

Children's behaviour is good and they learn how to behave and know what is expected of them. This is because staff are good role models and use age-appropriate strategies to support this, for example, using 'Ginger Bear' to reinforce pre-school rules. Staff consistently offer praise and encouragement, which helps to promote children's self-esteem and confidence. Children are given clear boundaries and staff explain to children why their behaviour is unacceptable and the impact it could have on others. Children are involved in safe risk taking, which helps them to learn about managing their own safety. For example, when playing in the woods children are allowed to collect large branches and sticks, but are gently reminded about carrying them safely.

Snacks are healthy and together with children's regular access to exercise and outdoor play, promote a healthy lifestyle. Staff talk to children and encourage them to feel their heart beat after playing a running game to support their learning about being healthy and their awareness of their body. However, snack routines do not fully support children to further develop their independence. For example, staff pour drinks and serve chopped fruit, resulting in fewer opportunities to promote children's independence. Children are learning good hygiene routines and know they must wash their hands after using the toilet, before eating and after exploring in the woods. Before going out to explore the local environment staff discuss with children why they do not put their hands in their mouths when playing in the woods.

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

The manager and staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and appropriate records are kept. They understand the policies and procedures for safeguarding children and are clear regarding their roles and responsibilities to ensure children are protected and kept safe. Through regular meetings staffs' understanding of safety is monitored and addressed through internal training for a consistent approach. For example, all visitors are asked to sign in and out of the building. There is also a password system to ensure that only approved adults can collect children. The manager or deputy is always present on the door at dropping off and collecting times to ensure children's safety. Children are cared for in a safe and secure environment as staff complete suitable risk assessments and daily checks. All children participate in regular fire drills, which support their growing awareness of how to keep themselves safe.

Robust recruitment procedures for vetting and assessing the suitability of staff are implemented and in place. For example, the manager and committee requests two references for each new member of staff and speak to the referees prior to them starting work. All staff have appraisals, supervision and are involved in peer observations and they are encouraged to reflect on their own practice. Training needs are identified through meetings, identifying gaps and assessing parental feedback. As a result, staff receive a variety of training and continue with their professional development to enhance the provision for children. Self-evaluation is good and the manager and staff have a detailed approach to identify and prioritise strengths and weakness in the pre-school to drive continuous improvement.

Staff have a secure knowledge of how children learn and they plan appropriate and interesting experiences for children. The manager and staff monitor the progress of children and the educational programmes. This is completed with the use of regular staff meetings, observations, next steps for learning and tracking children's achievements. As a result, children are progressing well in their expected levels of learning.

The pre-school has high levels of engagement with all parents because they seek parents' views and involvement in a variety of ways. This helps to ensure they have a firm understanding of children's and families' needs. Parents are provided with detailed information on policies and procedures and are kept well informed through noticeboards, newsletters, daily communication, parents' evenings, events and parent forums. For example, a session was organised for parents to attend a 'rain and shine day' to experience the outdoor learning environment their children receive. Consequently, parents feel confident to visit the area to reinforce their children's learning. Parents speak highly of staff and the care and learning offered to their children and say 'they understand your child and they are treated as an individual'. To aid all children, good links have been established with outside agencies, such as the local authority and other agencies. This also ensures that the specific needs of children with special educational needs and/or disabilities are assessed and that appropriate support is given over time.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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 action. 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	312322
Local authority	Tameside
Inspection number	868074
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	21
Number of children on roll	27
Name of provider	Broadbottom Pre-School Playgroup Committee
Date of previous inspection	03/11/2009
Telephone number	01457 764 423

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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, which are usually the childminder's 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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