

Broomley Pre-School

Broomley First School, Main Road, STOCKSFIELD, Northumberland, NE43 7NU

Inspection date

29/11/2013

Previous inspection date

19/05/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Children make excellent progress in their learning, this is because of the precise assessment and planning for each individual child.
- Robust policies and procedures are in place to safeguard children. This means children's safety is given the highest priority, children are involved in keeping themselves safe through the risk assessment process.
- Staff are warm and caring and know all of the children exceptionally well, this means that children are extremely confident and self assured.
- The manager sets consistently high standards and uses latest research to develop the provision and motivate staff. This means that the needs of the children are met exceptionally well.
- The excellent quality of teaching is firmly rooted in an exceptional understanding of how children learn. This means that children learn and achieve extremely well.

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 activities in the pre-school room and in the outdoor play area.
- The inspector looked at children's learning journeys, planning documentation and a range of policies and procedures.
- The inspector met with the manager and spoke with the staff at appropriate times during the morning.

Inspector

Helen Easby

Full report

Information about the setting

Broomley Pre-School is managed by a voluntary parent committee. It opened in 1997 and is registered on the Early Years Register. The pre-school operates from a classroom within Broomley First School in Stocksfield, Northumberland. The pre-school serves the local community and children attending usually go on to attend the host school. There are no issues which may hinder access to the premises.

The pre-school is open five days a week from 9am to 12 noon, plus three afternoon sessions Tuesday, Wednesday and Thursday from 12 noon to 3pm term time only. There are currently 18 children on roll who are within the Early Years Foundation Stage. All are in receipt of funding for nursery education. The setting supports children with special educational needs and/or disabilities.

There are four members of staff, including the manager, who work directly with the children. One holds Early Years Professional Status and has a PG Certificate in early years, one holds early years qualifications at level 5 and two at level 3. Teacher support is provided by the school. The setting receives support from the local authority and is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- enhance the development of the book area and home corner to further develop children's literacy skills and role play opportunities.

Inspection judgements

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

Staff have an excellent knowledge and understanding of the Early Years Foundation Stage and the ways in which children learn through play. There is an extremely strong focus on the way that children learn and play, staff identify children's particular interests and learning styles or schemas, a superb system has been introduced to record these. This is then incorporated into the excellent planning. This information is shared with parents at a parents' evening to explain how they can support their child at home and how it links to learning and development. This promotes children's all round learning exceptionally well. Children's interests lead the planning and any planned activities are quickly and skilfully changed if an interest is identified. For example, children made a display of poppies and they became interested in the wearing of poppies which led to related discussions and activities. Staff gathered words and the children's thoughts, this developed into using the children's ideas to write a song which will be performed for parents at the forthcoming

school concert.

The extremely warm welcoming environment encourages children to explore and to make independent choices. Staff welcome children and give them time to choose and play freely when they arrive. As children arrive they are able to choose activities that they want to play with, they select equipment and speak confidently and comfortably to staff about their chosen activities. However, there is some scope to enhance the book area and home corner to further develop children's literacy skills and role play opportunities. Interactions are sensitive and supportive and the questions asked lead children into thinking and responding. Staff are highly skilled at assessing the amount of intervention required. For example, a child wants to use magnets, the member of staff helps the child to find them and immediately follows their interests, skilfully extending and enhancing the activity. This means that the children are very well supported in their learning. Children are able to recall previous activities and have the freedom and confidence to try out newly learned concepts. For example, a child plays with play dough, cuts the dough and makes quarters, re-enacting previous learning. Staff provide support by introducing mathematical language, such as 'halves' and 'quarters'. This use of mathematical language is firmly embedded in practice and used routinely. During the registration process children are asked to estimate how many children are present. Children are encouraged to make a guess and then test out their theory by counting.

The children's ideas and contributions are valued they are confident to verbalise their thoughts as they are expertly guided and supported to draw conclusions. A children's questionnaire is given to the children to gather their opinions, this is being further developed to use alternative methods of obtaining the information which are more child friendly. This allows children to gain a sense of well-being because their contributions are valued. The outdoor environment is exciting and stimulating, children, with appropriate support can dress themselves, they know what they need to wear and can access the outdoor clothing themselves. Cameras are available for the children and they are eager to use and share these. One child was given support to use the camera, simple direct instructions were given and the child was able to use it. This shows that children are expertly supported in their learning skilled practitioners know when and how to give appropriate support. Part of the activity is to take photographs and later the children guess where in the outdoor area it is.

Outdoor play is being further developed using the forest school ethos, a trained member of staff is developing this. Enhancements such as more natural materials have been added to the outdoor areas and plans are in place to introduce tools and a fire pit. This means that the already excellent outdoor play opportunities will be enhanced, giving children the opportunity to develop and explore further and to develop personal and social as well as physical skills.

Children make good progress in pre-school. This is because staff have very high expectations of the children. They are skilled at supporting children in reaching their highest potential. Information is gathered from parents and carers before children start which helps transitions. This means that key persons soon know their children very well and are able to plan effectively for them. Information regarding children's progress is shared with parents and because of this any gaps in learning and development are

identified early. A robust tracking system is in place which shows children's starting points and progress in all areas of learning, this is currently being converted to an electronic system which will further enhance the tracking and allow more detailed analysing of the data provided. Parents and carers are involved in sharing and contributing to their children's learning and development. Learning journals are taken home and shared with parents. As a result of this shared experience, children's learning is extremely well supported.

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

Children entering the pre-school are extremely confident and self-assured. It is a warm, welcoming and enabling environment. Children know their key person well and they greet each other warmly, children confidently used the self-registration system and recognise their own name to hang up. The key persons know the children well. This is because of the well-established relationships with parents and carers this means that information regarding the children's needs is effectively shared. Children clearly thrive and grow in confidence in this trusting environment. There are high expectations of the children and they are supported well in all aspects of their development. They are encouraged to be independent and to make choices. They are able to choose their own resources as they begin the session and are very well supported by staff.

Children's independence is exceptionally well supported and children are consistently encouraged to practise skills. For example, at snack time, children are encouraged to pour their own drinks. When going outside to play the children take off their shoes and put on wellies and outdoor clothing. They are encouraged to do this independently and the staff ensure that the clothing is sorted and arranged to facilitate this. Consequently, the children know what they need and where to find it. They revel in staff's praise for their success. The pre-school environment is resourced well and equipment is accessible to all children. This means that children can practise and become independent learners. The outdoor environment is safe and enclosed and provides excellent opportunities for exploration and play with natural resources. Children are aware of risks in the environment as they are involved in the risk assessment process. Feelings and behaviour are managed sensitively by staff and a positive approach supports the children to deal with their emotions.

Children have a smooth and seamless transition into the host school. The pre-school arrange meetings with the reception teacher and children regularly visit the reception class before they start school. Children from the pre-school also have school dinners and go to the dinner hall, supported by their key persons who sit with them. The children also play in the school playground with the older children. During the summer term the pre-school children have the opportunity to go into the school when it is empty and to visit all of the classrooms. This means that the children are familiar with the school and some of the routines and allows for an extremely smooth transition. Transitions between other settings are smooth, and settings communicate with each other regarding the children in their care. This is being further developed by the pre-school manager who is arranging regular meetings between the settings in the area so that transition to school is smooth for all

children. This will enable the settings to share information and good practice.

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

Leadership is outstanding, the manager is innovative in her approach to the curriculum and the learning opportunities for the children and is fully committed to constantly improving all children's learning and development. The staff team are extremely well motivated and committed to developing the learning opportunities for the children. As a result there is an evidently high morale and staff clearly enjoy working in the setting. Children's welfare and well-being are extremely well promoted because there are comprehensive policies in place, which link directly to safeguarding and welfare requirements. Whistle-blowing and use of mobile phones are included in the policies and are adhered to rigorously. This means that children are kept safe from harm and abuse. The manager and staff team have a clear understanding of their responsibilities and this is reflected in their policy and practice. All adults connected to the pre-school are suitably vetted and documentation is updated within timescales. As a result, children are kept safe from unsuitable adults. Robust risk assessments and daily checks are in place and ensure that all areas and equipment are safe for children. Children are also involved in the risk assessment process and are encouraged to take responsibility for ensuring the areas in which they play are safe, their comments such as 'Don't eat the bird food' are recorded on the risk assessment forms. This gives children an awareness of how to keep themselves safe and to consider the safety of the environment in which they play.

Staff have an excellent understanding of the learning and development requirements. The manager monitors learning programmes and quality exceptionally well through regular discussions and team meetings, as well as discussions with other professionals working with the children. Robust systems are in place to monitor children's progress. Planning documentation is monitored to ensure that it is precise and accurate and reflects an accurate understanding of all children's skills abilities and progress. This means that children's individual needs are met exceptionally well. Professional supervision is provided. Annual appraisals are carried out, as are regular supervisions and this ensures that staff are well supported. Training needs are identified and an ongoing programme of staff development is responsive to individual and team needs. Training is disseminated to all staff which enhances the provision further and extends the learning opportunities for children. Professional support for the manager is provided by the foundation stage teacher which further strengthens the staff team. Robust staff recruitment procedures are in place. All staff hold relevant qualifications and clearly understand their roles and responsibilities.

Relationships with parents and carers are excellent, with daily communication taking place, this means that the needs of individual children are exceptionally well met. Parents are sent regular questionnaires and the information from these is analysed and used to inform and influence policy, procedure and practice within the pre-school. This means that any issues are addressed promptly and the quality of the provision is continuously improving.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	301858
Local authority	Northumberland
Inspection number	871685
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	18
Name of provider	Broomley Pre-School Committee
Date of previous inspection	19/05/2009
Telephone number	07762 212367

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

