

Broughton Under 5's Pre-School & Nursery

Broughton C of E School, Keppleway, Broughton-in-Furness, CUMBRIA, LA20 6BJ

Inspection date	17/01/2014
Previous inspection date	22/04/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff warmly welcome children into this friendly pre-school. They sensitively help children to settle easily, form strong bonds with their key persons and develop their confidence and independence.
- The quality of teaching is good because staff provide a wide range of stimulating and challenging activities and effectively support children to make good progress in all areas of their learning and development.
- Staff and parents work well together to share information about the children and support their learning and development at the pre-school and at home.
- The manager and staff are clear about the safeguarding and welfare requirements and are extremely vigilant, which ensures that children remain safe and secure while at the pre-school.

It is not yet outstanding because

- There is scope to encourage children to develop a greater interest in books and build on their good early literacy skills by creating more inviting and comfortable book areas inside and outside.
- There is room for staff to build on children's knowledge of the world around them and their understanding of similarities and differences between communities and traditions.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and spoke to the staff and children during activities.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the appraisal and supervisory records, the provider's self-evaluation form and policies and procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Sandra Williams

Full report

Information about the setting

Broughton Under 5's Pre-School and Nursery opened in 1971 and is managed by a management committee. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a detached building in the grounds of Broughton Primary School in Cumbria. It operates from a playroom and an enclosed outdoor play area. The pre-school serves the immediate locality and also the surrounding areas. It is open on Monday and Wednesday mornings from 8.45am until 11.45am, and on Tuesdays, Thursdays and Fridays from 8.45am until 3.30pm, during term time only. There are currently 13 children on roll in the early years age range. There are currently three staff working directly with the children. Of these, all hold an appropriate early years qualification at level 3. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- create more inviting and comfortable book areas inside and outside to encourage children to develop a greater interest in books and build on their good early literacy skills
- extend the educational programme for understanding the world to build on children's knowledge and understanding of similarities and differences between communities and traditions.

Inspection judgements

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

The quality of teaching provided by the manager and staff is good. Initial information is gathered from parents about the children during settling-in sessions. This information helps the children's key persons to assess the children's starting points and to get to know the children well. Staff work together to plan activities and display the planning on the wall for parents to see. Staff provide an imaginative range of activities that are appropriate to the children's ages and stages of development. The good balance between adult-led and child-initiated activities fully supports children to make good progress in their learning and development. Staff skilfully support children in their learning by encouraging them to initiate their chosen activities by exploring and playing independently. Staff support and extend children's thinking through talking to them and listening carefully to their ideas. As children enjoy craft activities the staff encourage them to make independent choices as they freely access the craft resources. They provide guidance of how to use scissors to cut paper and they provide them with sufficient time to 'have a go'

until they succeed rather than doing it for them. This helps children to develop a 'can do' attitude. When children want to draw a straight line, staff encourage them to problem solve and work out what they can use to achieve this. They quickly learn that rulers are useful for drawing straight lines.

Children learn to recognise their names and those of their friends throughout the day, such as when they self-register, hang their coats on their pegs and identify their names on their water bottles and place mats. Staff support children's good communication and language skills and help them to build their vocabulary by talking to them at meal times and during daily activities. Children enjoy listening to stories being read to them by the enthusiastic staff. Books are available for children to access independently. However, currently the book corner is not particularly inviting and does not have comfortable furniture. Also, there are books outside but nowhere for children to sit comfortably to look at them. Therefore, children are not utilising these resources as much as they could be to further develop their good literacy skills. Staff help children to develop very good listening skills by playing guessing games. They listen carefully while identifying the sounds of different musical instruments being played. Staff clearly display numbers and shapes in the environment and teach children to count and recognise numbers and shapes at every opportunity throughout the day. For example, they count the number of children and then count out the correct number of cups and plates for everyone. These activities enable children to count for a purpose and recognise numerals and shapes, therefore, making good progress in their mathematical development. Staff enthusiastically praise the children for their achievements, which clearly boosts their confidence and self-esteem. Children have some opportunities to learn about the world around them. However, there is room for staff to build on children's knowledge of the world around them and their understanding of similarities and differences between communities and traditions.

Staff keep parents well-informed about their children's progress through daily talks with the key persons and the use of daily diaries. They are actively encouraged to be involved in their children's learning. For example, they are given ideas of how to support their children's learning at home by undertaking tasks and taking books home to read together. This supports children's communication and literacy skills well. The parents share what their children learn at home, which is added to their diaries and learning journals to contribute to their overall assessments. Staff accurately assess and track children's progress and plan for the next steps in their learning based on their individual needs and interests. They work closely with parents to undertake the progress checks at age two. This effectively identifies children's developmental stages and staff are proactive in seeking early intervention for children who require additional support, such as speech and language therapy. Overall, staff support children well to ensure that their learning and development is in line with the expected developmental ranges for their ages, given their starting points. As a result, they are acquiring the skills and attitudes required for when it is time for them to attend school.

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

Key persons work closely with parents to help children settle. They offer flexible arrangements for children to get used to the pre-school in their own time until they are

confident and happy enough to separate from their parents. Staff gather important information about the children's individual needs and routines to ensure they are well met. Staff quickly get to know the children very well and develop strong bonds and positive relationships with them. This helps them to sensitively support children's emotional and physical well-being. This successfully supports children well in their transitions from home to the pre-school. The good level of adult attention and warm interaction ensures that children's personal, social and emotional development are effectively supported by the staff who praise and encourage them throughout the day. The pre-school is attractively decorated with children's individual artwork and photographs of the children and the staff. This helps children to feel familiar and comfortable in their surroundings. The children confidently select from a wide choice of stimulating resources, which are stored in low-level labelled trays and are easy for them to reach. This enables them to make choices and play independently and cooperatively alongside others, thereby, becoming confident learners.

Children enjoy leading healthy lifestyles as they have daily opportunities to benefit from fresh air and exercise, which supports their physical well-being. Staff have high expectations of the children and encourage them to develop good independence and self-care skills by teaching them to dress themselves in coats and boots before going outside to play. The children enjoy brushing up the leaves together and work out that they need a spade to collect the leaves and put them in a wheel barrow. Staff extend children's learning during this chosen activity by discussing with them the different colours and sizes of the leaves. Children independently wash their hands before helping to prepare nutritious snacks. They enjoy taking turns to help prepare and serve drinks and food to each other. As they eat their food, staff discuss with them the importance of healthy eating. They talk about different colours of apples and how some are sweet and some are sour. Staff ask the children if they can remember what vegetables they grew last year. When some children think it was beans, the staff say that they are smaller than beans, and they remember they were peas. Staff effectively support children to judge risks and learn to use sharp items safely, such as knives and scissors. Children also learn the importance of keeping themselves and others safe by not running inside especially when the floor is wet. The staff use clear boundaries and gentle guidance to teach children about behaviour that is acceptable. For example, children learn to take turns and share toys and books with their friends. Staff teach them about the importance of being kind and showing concern for others. This is done skilfully through the use of empathy dolls. Children are very well supported in their moves from the pre-school to school, due to the close working relationships that exist with teachers at the school.

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

The committee, manager and staff have a very secure understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Staff are experienced, qualified and highly skilled in their interactions with the children. The impact of their high quality teaching results in children making very good progress in their learning. The manager monitors the planning and learning journals regularly. This ensures that high standards of teaching are consistently provided for all

children and that children's next steps in their learning are followed through. All staff receive a full induction to ensure that they understand all of the policies and procedures. The manager monitors staff's practice closely on a regular basis and has thorough systems in place to address any under-performance issues should they occur. Annual appraisals and regular staff supervisions are undertaken to monitor the continuing professional development, conduct and training needs of staff. Regular staff meetings and training also effectively support staff well in their daily work with the children.

The committee, manager and staff have a good understanding and knowledge of how to meet the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The recruitment and staff checks undertaken by the committee ensure that staff are suitable and safe to work with children. All staff have undertaken safeguarding training and have a clear understanding of what to do should they have concerns about a child. The safeguarding policy includes procedures to be followed if there are allegations made against staff members. Due to the vigilance and care provided by the staff, children remain safe and secure in the pre-school and outdoor area. The provider ensures that the correct staff to child ratios are adhered to at all times and that staff are effectively deployed and appropriately qualified. This results in children being well supervised and ensures that their individual needs are very well met. Effective risk assessments and daily safety checks that are undertaken inside and outside minimise hazards in order to reduce the risk of accidents to children. Procedures for dealing with accidents are stringently followed. All accidents are recorded and parents are informed and asked to sign the accident records. All staff are trained in paediatric first aid and are, therefore, prepared to deal with any accidents or medical emergencies should they arise.

Partnerships between staff and parents are very positive. Parents spoken to have confidence that the staff carefully follow health and safety procedures to effectively keep children safe at the pre-school. Parents comment on how friendly and helpful the staff are and how relaxed they feel about sharing information together. Partnership working with external agencies and professionals, such as speech and language therapists is very effective in ensuring that children are well supported when required. Self-evaluation is accurate and results in staff maintaining a good standard of care and education. They regularly take into account the views of children and parents to contribute to their thorough evaluation of the pre-school. The manager and staff work closely with the local authority advisor and have a clear and well-targeted plan of action for future developments. This is a positive indication of how committed and driven the manager and staff are in maintaining continuous improvements.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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	317485
Local authority	Cumbria
Inspection number	868436
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	13
Name of provider	Broughton Under 5's Committee
Date of previous inspection	22/04/2009
Telephone number	01229 716 226

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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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