

Sunbeams Broom Barns

Broom Barns Community Primary School, Homestead Moat, STEVENAGE, Hertfordshire, SG1 1UE

Inspection date	05/06/2014
Previous inspection date	04/07/2011

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 the good quality teaching. Children's self-esteem and own ideas are valued by practitioners, who extend their thinking through asking open-ended questions about their play and the choices they make.
- Children show that they have formed strong bonds and attachments to the practitioners. This promotes their feelings of security and confidence in the pre-school.
- Practitioners demonstrate a secure understanding of protecting children in their care. Robust procedures and regular training ensure that children are safe in this setting.
- Good links and partnerships with parents, carers and other key persons in the children's lives ensures that their well-being, learning and development are effectively supported.

It is not yet outstanding because

- There is scope to expand links with schools and settings outside the local area in order to ensure that all children receive high levels of support during their transitions to other settings and full-time school.

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 practitioners and children in the main playrooms and in the outdoor learning environment.
- The inspector held a meeting with the manager, talked to practitioners and discussed children's progress with key persons.
- The inspector and manager observed children and discussed their individual needs and progress.
- The inspector examined various documents, including policies and procedures, children's records, evidence of the suitability of staff and safeguarding procedures.
- The inspector took into account the views of parents spoken to on the day of inspection.

Inspector

Susan Parker

Full report

Information about the setting

Sunbeams Broom Barns was registered in 2010 and is on the Early Years Register. It operates from a purpose-built unit on the grounds of Broom Barns School in Stevenage, Hertfordshire. It is one of three privately owned early years settings. The pre-school serves the local community and is accessible to all children. Children have access to an outdoor area. The pre-school is open Monday to Friday during the school term. Sessions are from 9am until 12pm and 12.30pm until 3.30pm, with a lunch club from 12pm until 12.30pm, allowing for a full day if required. There are currently 67 children on roll in the early years age range. Children attend for a variety of sessions. The pre-school provides funded early education for two, three and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school employs 10 members of staff; six members of staff hold appropriate early years qualifications at level 3 and one holds a qualification at level 2. Two members of staff have foundation degrees and one holds a degree in early years.

What the setting needs to do to improve further

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

- expand the good links already in place with local schools and settings, to include those schools and settings who are more difficult to engage with, in order to ensure that all children receive equally good support.

Inspection judgements

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

Practitioners display a good understanding of the Early Years Foundation Stage; they are well-qualified, enthusiastic and motivated. Practitioners provide good teaching, which is firmly based on detailed observations of each child. These are well used to measure and guide children's progress through assessment. Practitioners successfully extend children's thinking. For example, children make bread dough and note the difference between granary and wholemeal flour, pointing out the pieces of grain and recognising they are like the seeds they have used to plant fruit and vegetables in the garden. Children's communication and language is actively promoted because practitioners ask children simple open-ended questions, which they have to think about and use their vocabulary. For example, children exploring and mixing soil and water in the garden, make mud cakes. They describe the textures as the soil gets wetter and wetter. They use words, such as, 'sludge' and 'slimy'. When the water overflows onto the ground, children talk about flooding the garden. Children who speak English as an additional language are very well supported because key persons prepare cards with a picture clue, the word in English and in the child's home language. This is successful in encouraging children and their parents to learn and understand English because the key person carries these with her at all times

to ensure that children understand. Children are supported in making decisions for themselves, for example, as they choose to free flow into the garden when they want to. They are encouraged to assess the weather and dress appropriately. Practitioners Staff give encouragement and help with dressing when needed. Activities in the outdoor environment are as abundant as those indoors. Children's learning is supported in all aspects of their play. For example, children roll cars down guttering and see which number the car stops on from the chalked numbers on the ground. Practitioners support their understanding of mathematical language further by asking which car travelled the furthest and which car travelled the least distance. Children are further supported as practitioners ask the children to estimate the distance they think the car will travel. Practitioners praise their attempts, which gives the children the confidence and self-esteem to explore and experiment further. As a result, children are achieving well in the prime areas of learning. Practitioners provide children of all ages with a wide range of opportunities to explore and expand their skills across the prime and specific areas of learning. Children explore the outdoor environment while developing their physical skills and their understanding of the world. Children plant, grow and harvest home grown produce to eat and to take home to share with their families. Children expertly manoeuvre wheeled toys over different surfaces in the garden. They aptly climb and balance using the good range of equipment, showing they are developing competence in their physical skills.

Practitioners successfully use observations to clearly identify children's individual next steps in their learning and development. The information gained is meticulously incorporated into the planning of future activities, firmly based on children's interests. Every child has their own display board inside the pre-school where their accomplishments are displayed for all to see and for the children to be proud of their achievements. Older children are supported in acquiring the skills they need to be ready for school. They take part in activities which help them to dress and undress independently. Good links with local nurseries and schools promote visits from teachers, key persons and the introduction of picture books with photographs of some of the schools, enable children to be prepared for the move.

Partnerships with parents are well promoted, practitioners actively encourage them to be involved in their child's learning. Practitioners gather a range of information from parents, which enables children to settle quickly. Their ongoing progress and development is effectively shared with parents on a daily basis. Parents are supported in extending children's learning at home. For example, story and activity sacks are provided by the practitioners, with guidance for parents on how to use these effectively to promote learning. Parents are very complimentary about the pre-school and the impact it has had on their children's good progress. These effective partnerships enable children to make significant progress, as a result, of consistency and coherence.

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

Children's emotional well-being is actively supported by good practice. They are very confident and independent within the pre-school because practitioners support children in forming relationships, secure attachments and bonds. Children quickly settle into the calm and nurturing environment. They are beginning to show that they understand how to

manage risks for themselves. For example, children use tools and equipment responsibly; they are taught how to use a hammer and nails in a woodwork activity. They understand that they need to wear protective gloves and goggles to keep themselves safe. Practitioners give gentle guidance and reminders to support children's understanding. As a result, risks are minimised and children behave well and responsibly, enjoying the activity. Children display very good behaviour because the practitioners consistently practise positive management methods. This means that children receive clear and reliable messages about how to behave safely while having fun. Practitioners provide a wide range of high quality toys, equipment and resources in all areas. These are used successfully to gain children's interest and encourage them to explore, experiment and learn.

Children form close attachments and affectionate bonds with all practitioners and other children. Every child has their own individual key person in the pre-school who has a detailed knowledge of their individual needs. Practitioners display a caring and reassuring approach, which enables children to settle in quickly. They show that they are happy and confident as they play and giggle together with each other and practitioners. Practitioners respond warmly to the children. This results in children displaying enthusiasm in exploring and learning through investigating the good range of resources and the exciting environment. Practitioners have good plans in place which ensure that children are well prepared to move on to the next stage in their learning. For example, children can stay and participate in a lunch club and can also link the two sessions provided in order to get used to being in a learning environment all day. They display strong personal, social and emotional skills. As a result, children demonstrate the skills and characteristics they need to support their smooth move on to nursery and eventually on to full-time school.

Children's well-being is effectively supported by good partnership working between key persons, parents and other adults in the children's lives. As a result, children display good levels of confidence and capability. This results in children who are eager and excited to learn and to welcome new challenges in their lives. Children are encouraged to eat healthily and sensibly. They are supported in preparing their own snack and they are encouraged to swap unhealthy items in their lunch boxes for a piece of fruit or vegetable. They are encouraged to understand the importance of adopting healthy lifestyles and their interest is enthusiastically promoted. For example, children eat tomatoes at snack time then take a magnifying glass outdoors to check on the progress of their own home grown tomatoes. They show their understanding by recognising that green tomatoes and strawberries are not ripe for eating yet. Consequently, children are progressively beginning to adopt healthy lifestyles. Good care practices demonstrated by practitioners are effective in successfully promoting the well-being of all children.

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

The manager and practitioners are knowledgeable and effective in meeting the safeguarding and welfare requirements. They all demonstrate a good understanding of how to protect the children in their care. Regular risk assessments are carried out in all areas used by children indoors and outside to ensure that children can play and explore in safety. All practitioners have completed basic safeguarding training and they are familiar

with the procedures to be followed in the event of a child protection concern. In addition, the manager undertakes robust checks to ensure that all practitioners are safe and suitable to work with children. Robust recruitment, induction and monitoring procedures ensure that practitioners are suitably qualified. Practitioners have a clear understanding of their individual responsibilities to ensure that children are effectively safeguarded and that any risks are minimised.

The manager has a robust understanding of her role in monitoring and evaluating the quality of teaching and learning in the pre-school. She regularly observes practitioners as they work with children and she monitors performance through regular supervision meetings and appraisals. Additionally, she monitors and evaluates the observations and assessments of all children to ensure that they continue to make good progress. As a result, the pre-school is a well-organised and exciting learning environment where activities are clearly based on children's interests and meet their learning and development needs well. The manager has established effective reflective practice and good self-evaluation which clearly shows that the leadership and management of this pre-school is strong. An established programme of professional development supports all practitioners to continue to improve their knowledge, extend their qualifications and further enhance their already good practice.

Partnership working with parents is good. The pre-school acknowledges the importance and benefits of working together. Parents are involved in their children's progress and assessments. Regular consultations and support for parents enable them to be actively involved in their children's learning. Parents say that they are very happy with the support and guidance they receive from the pre-school staff in supporting them and their children. The manager has a good understanding of working closely in partnership with other settings, delivering the Early Years Foundation Stage. Information is shared between all key persons and this promotes a consistent approach in children's learning. The manager and key persons are developing good links with the local settings that children currently attend or are moving on to. However, these links are not yet as established with settings which are outside the local area. This means that some children are not receiving as high quality transitional support as those children who are moving onto local settings. The pre-school involves all practitioners, children and parents in effectively evaluating the strengths and highlighting areas for improvement. This enables the manager to have an accurate view about the quality of the early years provision. Additionally, the manager and practitioners have clear plans for further improvements they want to make and this shows that they have the ambition and capacity to continue to improve.

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	EY412706
Local authority	Hertfordshire
Inspection number	930376
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	67
Name of provider	Katherine Taylor
Date of previous inspection	04/07/2011
Telephone number	07814041457

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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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