

Broadshires Pre-School

The Old School, Broadwell, Lechlade, Gloucestershire, GL7 3QS

Inspection date	08/10/2014
Previous inspection date	25/06/2009

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

- Children form strong and secure attachments with staff. This gives them the confidence to explore their surroundings and become independent learners.
- Staff have good teaching skills and plan purposeful play. They work with children's interests and provide experiences that engage and capture children's attention. Consequently, children make good progress.
- Staff promote children's communication and language skills and mathematical development well. This encourages children to join in many discussions and confidently share their knowledge, ideas and views.
- Leadership within the nursery is good. Effective evaluation of the provision, takes account of the views of parents and staff. This enables them to identify areas of particular strength and steps they can take, to improve the service for children and families.

It is not yet outstanding because

- Staff do not maximise opportunities to enhance children's understanding of the natural world and plant life cycles.
- Staff do not gather information from parents about children's skills and abilities, to inform planning of activities and experiences from the outset.

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 and the quality of teaching in the playroom and outdoor play area.
- The inspector conducted a joint observation with the manager.
- The inspector sampled children's assessment records and planning documentation.
- The inspector assessed staff suitability and qualifications and management's knowledge and understanding of the requirements of the Early Years Foundation Stage.
- The inspector took account of the views of parents spoken to on the day of the inspection and of the provider's self-evaluation.

Inspector

Gina Chamberlain

Full report

Information about the setting

Broadshires Pre-School registered in 1992 and is run by a voluntary management committee. It operates from one main room in the old school building in Broadwell, Lechlade. The pre-school serves the local area and has links with local schools. There is a fully enclosed play area available for outdoor play, including a grassed area. Children are taken on regular outings to nearby farms, for walks around the village and organised trips further afield to places of interest. The pre-school is registered by on the Early Years Register. There are currently 27 children on roll. The pre-school receives funding for the provision of early education for two-, three- and four-year-olds. The group opens on Monday from 9am to 1pm and Tuesday to Friday 9am to 3pm during term time. Children are able to attend for a variety of sessions. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above.

What the setting needs to do to improve further

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

- create opportunities for children to participate in planting and growing in the outside area, to support their understanding of the natural world and plant life cycles
- increase information gathered from parents about children's skills and abilities, and use this information to enhance planning of activities and experiences from when children first start.

Inspection judgements

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

Children's developmental progress is good. This is because staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Staff complete regular observations of children and use this information effectively to inform planning of future activities. They consider children's individual needs and learning styles and collate this information in children's learning journals to track their progress.

Staff liaise with parents to gain information about children's likes, dislikes and interests when they first begin. However, they do not gather further information from parents about children's skills and abilities. This means staff do not always have a wealth of information to plan children's next steps in learning right from the start. Nevertheless, parents are very involved in children's ongoing development. They contribute to their

child's learning journal and share 'yippee' moments from home.

Staff place a high emphasis on mathematical language during play and activities. For example, they encourage children to count plates during snack time, look at shapes in drawings and talk about concepts such as bigger and smaller during stories. Staff demonstrate their ability to support children to be critical thinkers by skilfully asking challenging questions. For example, as the children scooped seeds into bottles staff asked them to consider how many more scoops they may need to fill it to the top. This supports children's awareness of space and measures, and encourages them to use numbers for counting.

Staff support communication and language development well. They ask children lots of questions to encourage them to think and share their ideas and views. They provide children with time to think and respond, and staff extend discussions to keep children talking and communicating. For example, as children played on the wooden plane outside staff asked them where they were going. The children engaged in conversations about their planned destination, before climbing off to draw a map of this on the chalkboard. Staff supported children's understanding of the wider world by encouraging them to talk through and explain what it was they were drawing on the map.

Children enjoy a balance of adult-led and child-initiated activities according to their interests and abilities. They are confident, selecting from a variety of resources both indoors and outside, which helps develop their independence. Children especially enjoy playing the large and small musical instruments, and putting on shows for their friends and staff to enjoy. Staff encourage children to share their talents with the group to develop children's confidence. Staff praise and encourage children's participation boosting their self-esteem. The outdoor area provides children with a wealth of opportunities to develop their large and small muscle movements using equipment, such as bikes, balls and slides. Children extend their learning and development in areas such as socialisation, imagination and language as they gather in the outside playhouse and enjoy role-play activities. However, staff have not explored fully the opportunities for children to extend their learning of plant life cycles, for example, by planting and growing their own vegetables, fruit or flowers. Consequently, children's developing understanding of the natural world is sometimes limited.

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

Staff know all the children very well. They take time to get to know details about children's personal interests and family backgrounds. This enables staff to talk to children about the things they consider important, for example, a special toy or a family experience. This helps the children feel secure and form strong attachments with staff, giving them confidence to explore their surroundings and become independent. There is an effective key-person and buddy system in place, which supports partnership working with families. This means staff are successful in meeting children's individual personal, social and emotional needs. They understand the length of time needed for a child to settle can vary greatly and work closely with families to ensure children's well-being and continuity of

care is considered at all times.

Children's behaviour is good. Staff consider the individual interests of children and understand why some find it difficult to sit for long periods or to concentrate. They use praise and encouragement consistently. This helps to develop children's enthusiasm and self-esteem, and promotes their persistence in completing tasks. Children are encouraged to be increasingly independent. For example, staff support children in self-care such as going to the toilet alone, and putting on their own coats and shoes. Children serve their own snacks and pour their own drinks with confidence at snack time, taking care to wait their turn. Consequently, children develop good skills for the future and are prepared for their next steps in learning in readiness for school. Staff promote healthy lifestyles well by teaching children to wash their hands before meals and after toilet. Continual free-flow access to the outdoors ensures children benefit for daily fresh air and exercise and they enjoy healthy food, such as fruit at snack time.

Staff supervise children well in all areas. They take note of accidents and review potential hazards to help them create a safe environment, while still allowing children to take small risks and develop their awareness of danger. For example, after a child's minor fall during an attempt to climb, staff ensured there were no injuries before standing back to give space and support so the child could attempt it again. Children understand the importance of keeping themselves and others safe as staff teach them to be careful of one another when riding bikes and running. Children are actively involved in regular fire drills with staff. This means they understand the importance of leaving a building safely in the event of an emergency.

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

The management and staff team work well together to effectively meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a secure knowledge of the correct child protection procedures to follow if they have a concern about the welfare of a child. Robust recruitment procedures ensure all staff are suitable to work with children. Thorough induction procedures ensure that new staff and apprentices have a secure knowledge of their roles and responsibilities. This helps to safeguard children's welfare.

Staff receive regular supervision from their manager, who works alongside them directly caring for the children. This maintains consistency in good practice across the nursery. The manager understands her role in monitoring the educational programme. She regularly reviews children's learning journals to ensure they reflect the same level of care and attention to planning for each child. She values staff contributions towards developing better systems to enhance the provision. She holds regular team meetings to discuss ideas and suggestions to enhance the learning and development experience of the children in their care further. The manager continues to review and evaluate the provision through detailed self-evaluation developing a successful action plan to help her prioritise areas for improvement. She sends out questionnaires to parents to obtain their views and takes

suggestions on board to shape the future of the provision. This has resulted in the pre-school opening for longer periods and additional days.

Partnerships with parents are very good. Parents appreciate the frequent, individualised communication about their children's achievements and progress. They value the warm welcome offered by the friendly staff, who invite family members to stay during sessions to support their children as they settle in. They enjoy seeing for themselves the type of activities the children are involved in during their time in pre-school. Parents speak highly of the dedication and commitment that staff give to ensuring their children are well cared for and developing well. They comment on the good knowledge and experience of the staff team. They appreciate how staff prepare their children well for their move to school. The pre-school has a good well-established relationship with local primary schools. The reception class teachers come into the pre-school to see the children in their familiar environment, to help smooth the move into school. As a result, the pre-school gives all children a very secure foundation for their future learning and development, and ensures that they are ready for school.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	134451
Local authority	Oxfordshire
Inspection number	841067
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	27
Name of provider	Broadshires Pre-School Committee
Date of previous inspection	25/06/2009
Telephone number	01367 860729

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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