

# Broad Town Pre-School

Broad Town School, Broad Town, Swindon, Wiltshire, SN4 7RE

<b>Inspection date</b>	19/11/2014
Previous inspection date	01/10/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- The staff provide a safe, caring and supportive environment and they are effective role models so children behave well and feel emotionally secure. Routines are well established which help prepare children for their next stage in learning.
- The staff have high expectations of children and a thorough knowledge of how children learn, this means the educational programme is interesting and offers a wide range experiences. These motivate children to enjoy learning and make good progress.
- Parents are kept well informed about children's progress and achievements, and staff gain good support from outside agencies so all concerned promote children's learning.
- The staff accurately assess children's skills. They understand children's particular needs and put appropriate interventions in place to support these, which means children progress well given their starting abilities.

### It is not yet outstanding because

- Not all staff use the best questioning techniques to raise the teaching and learning to a consistently very high standard.
- Snack-time arrangements do not promote children's management of their personal needs to develop high levels of independence and confidence at these times.

## 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 both indoors and outdoors.
- The inspector talked to parents, staff and children to gain their views.
- The inspector looked at children's development records and staff suitability to work with children.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager and committee chairperson.

## Inspector

Helen Millard

## Full report

### Information about the setting

Broad Town Pre-School opened in 1982 and registered with Ofsted in 2001. It operates from a mobile classroom in the grounds of the primary school in Broad Town village, near Swindon. There is an enclosed outdoor area for the children's use, and they also have use of the school playground, field and wood for outdoor learning. A committee of volunteers comprising parents of children at the pre-school and members of the local community manage the pre-school. The pre-school serves a wide area. The pre-school is on the Early Years register and both the compulsory and voluntary parts of the Childcare Register. There are currently 25 children on roll in the early years age range. The pre-school receives funding to provide free early education for two- and three-year-olds. The pre-school supports children with special educational needs and/or disabilities. The pre-school opens on week days during school term times. Sessions are from 9am until 3pm from Monday to Thursday, and from 9am until 12.30pm on Fridays. There are five staff members, of whom four hold recognised early years qualifications.

### What the setting needs to do to improve further

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

- raise staff's teaching to a consistently high level by training all staff to use very skilful questioning techniques to extend learning
- encourage children to prepare their own snack when they require it, to develop independence and confidence during meal times.

### Inspection judgements

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

The staff know and understand the children well. Children participate in activities enthusiastically. Learning opportunities are wide ranging, challenging and motivate children to investigate and explore. Staff play alongside the children describing and directing learning, and offering support when necessary. Activities reflect children's interests and they are encouraged to direct their own learning. This approach develops self-confidence and encourages the children to think, speculate and develop their understanding. This is equipping children with key skills needed for the next stage in their learning.

The quality of teaching is good and occasionally outstanding. Both inside and outside the children have a wealth of learning opportunities, developing all areas of learning effectively. For example, the children remembered the fire service visiting and outside they

used buckets of water to put out imaginary fires. In the home corner, children played in a pretend hospital putting bandages on each other, playing well together. Meanwhile, when two children played on the computers, one said 'I like playing on the computer; you have to learn your colours'. Children explored enthusiastically three-dimensional shapes, which doubled as musical instruments, and early writing skills developed through dinosaur printing pictures. This means varied and engaging learning opportunities develop understanding and learning across many areas, so children make good progress. When the staff play with the children they show enthusiasm. They display high expectations of children and excitement in activities. This makes learning fun and the children's interests extend. Occasionally staff describe what the children are doing rather than using skilfully questioning to further learning. This means some opportunities to extend learning to very high standard are lost.

During 'Forest school' learning days when children play mainly outdoors, a wealth of experiences again gives the children's broadens learning. Safety rules discussed before entering the wood promoted critical thinking and problem solving. Children remembered not to walk through stinging nettles and not to step in holes. One child said, 'The badger might bite you' and this statement extended into a discussion about animal lifestyles, with the children remembering many facts about badgers. Later in the wood, some children used magnifying glasses trying to find bugs, others swung on a tyre swing and a small group helped a member of staff to plant a willow fence. Singing of rules was undertaken and many counting activities interwoven into the play and exploration. Such exciting, wide ranging and interesting experiences make learning highly effective.

High expectations, based on a thorough understanding of children's knowledge on entry to the pre-school, and regular assessments and observations check children's progress effectively. Staff constantly discuss children's achievements and developments, and they accurately identify the next stages in learning needed. Parents are encouraged to be involved in this process and this ensures complete all round understanding. The introduction of an information sheet about their children, which the parents complete, has really improved this understanding, which is an improvement since the last inspection. The prompt identification of gaps in children's learning means support systems are put into place quickly and effectively.

Parents' comments about the pre-school are supportive and positive. There is constant communication, and parents report they feel well informed about their children's progress and daily activities. Parents praise the pre-school's 'Forest learning days' and value the stimulating experiences their children are given.

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

Staff provide a safe and caring environment where children feel emotionally secure. Relationships between staff and children are nurturing and the learning environment is varied, stimulating and welcoming. Staff are good role-models. They regularly praise children's achievements and show a real interest in these, which further motivates children to succeed. For example, the use of a special board celebrates children's specific

achievements, which boosts children's self-confidence.

Staff encourage cooperation and appropriate behaviour through the use of the pre-school's 'Golden rules'. If there is unacceptable behaviour, staff encourage children to think about why and what impact it is having on others. Such awareness and understanding of risk enables children to manage risks and explore safely, which is especially important during outdoor activities.

The children cooperate well and they confidently self-select activities and resources. Well-established routines mean all the children enthusiastically tidy away resources helping each other and the staff. Through the effective use of a visual timetable, the children understand when activities happen and this promotes their independence and cooperation well. Such understanding and participation in routines means children are emotionally secure and well prepared for their next stage in learning.

Staff monitor the safety and well-being of children closely. Children are encouraged to manage their personal needs and to understand to need for this. For example, when a child wanted to go to outside without a coat, a member of staff said, 'Why do you think you might need a coat?'. A discussion followed, and this developed understanding without prompting confrontation. During snack time take on responsibilities and learn about good hygiene. For example, children helped to lay the tables with one child saying, 'We need to wash our hands so our snack doesn't get muddy'. Discussion of healthy lifestyles and eating is encouraged well during these times. This is a further improvement since the last inspection. However, children are not encouraged to always prepare their own snack or eat it when they require it. This means children's ability to manage their personal needs with independence and confidence is not developing quickly.

Physical exercise is an integral part of every day and staff offer constant opportunities for learning inside and outside. Recent improvements in the outside resources, developed by staff and children, have made the area exciting and engaging. The regular use of the school environment and outdoors mean children have a highly stimulating environment to explore which promotes physical development and an understanding of healthy lifestyles effectively.

Staff implement a successful system in which a child has a person special to them and who understands their needs and progress well. This person regularly informs parents of their children's achievements and future targets, and this too is an improvement since the last inspection. One parent praised this approach saying, 'The staff could not have done more; they are so helpful, welcoming and supportive'. Transfer arrangements to new settings are organised well, and staff help to prepare the children emotionally for transfer by arranging teachers' visit.

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

The staff team is cooperative and supportive. They constantly discuss, review provision and analyse children's achievements and progress. They implement the safeguarding and welfare requirements thoroughly. Staff are deployed effectively and the building is safe and secure, so children play freely. Staff have a clear understanding of how to recognise children who may be at risk of harm, and they fully understand the correct procedures if they have such concerns. Children's welfare is well protected

Staff understand their roles well and the induction process following appointment is effective. Regular staff discussion time encourages sharing ideas and discussing training, which promotes consistent teaching standards and expectations. This maintains and develops the staff's understanding of how children learn, and ensures the educational programmes continue to promote a broad range of experiences. Staff appraisal and self-review is undertaken. However, discussing staff's weaknesses and evaluating the impact on children's learning and development does not always occur. This means all staff's practice is not constantly developing to a very high level, so children's progress is not rapid.

The whole staff team regularly discuss planning and ensure they base activities on children's interests and needs. Regular checking of records ensures the monitoring of children's progress and this enables staff to identify accurately the next stages in learning needed. Through recently undertaking a nationally recognised quality assurance scheme staff have made significant improvements to provision. For example, staff have developed a closer partnership with parents through the sharing of information and analysis of parents' views; the outside area has been improved and an information document for committee members is under development. This shows a focused desire to drive improvement forward.

Staff are a supportive team who work successfully with a wide variety of other professionals and outside agencies. This means children receive the support they need and staff further their knowledge and understanding. This collaboration meets children's specific needs.

Communication is actively encouraged from parents and staff ensure parents' views are valued. This occurs through regular parent questionnaires and organised parents' meeting times. Staff plan to create a celebration of achievement board in the pre-school which illustrates this close communication and valued partnership. This close relationship has a positive impact on children's enjoyment, their learning and development.

### **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. 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

<b>Unique reference number</b>	199449
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	842121
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Broadtown Pre-School Committee
<b>Date of previous inspection</b>	01/10/2010
<b>Telephone number</b>	01793 731911 or 07796 896036

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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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