

# Brant Broughton Pre-School

Brant Broughton C of E, Mill Lane, Brant Broughton, Lincoln, LN5 0RP

## Inspection date

05/11/2014

Previous inspection date

23/09/2010

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
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## The quality and standards of the early years provision

### This provision requires improvement

- Staff provide a stimulating and well-resourced indoor environment which supports children's all-round development and emotional well-being.
- Warm, caring relationships are established between staff and the children. As a result, children are happy, settled and behave very well in this welcoming pre-school.
- The manager is proactive in developing the service and plans for improvement are well targeted to strengthen opportunities for children.

### It is not yet good because

- The provider has failed to notify Ofsted of a change of circumstances to the person managing the provision. This is a breach of the legal requirements.
- Staff do not obtain precise information from parents about what their children like and can do when they join the pre-school. Consequently, planning is not effectively tailored to meet every child's learning needs when they first start.
- Staff have not yet formed partnerships with all other providers where children attend, so that information about children's learning and development is shared more and used to further support their progress.
- The outdoor area is not used effectively to offer children a rich and challenging learning environment outside, to maximise their learning potential.

## 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 had a tour of the pre-school and spoke with the manager throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector observed adult-led and free-play activities taking place in the playroom and outside area.
- The inspector took into account the views of parents and carers spoken to on the day and spoke to the nominated person.
- The inspector checked evidence of suitability and qualifications of staff working with children and the pre-school's self-evaluation and improvement plan.

## Inspector

Hayley Ruane

## Full report

### Information about the setting

Brant Broughton Pre-School was registered in 1974 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a portable classroom in the grounds of Brant Broughton Primary School in Brant Broughton, Lincolnshire. The pre-school is managed by a voluntary committee. It serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and one holds level 3. The pre-school opens Monday to Friday, from 8.45am to 3.15pm, during term time only. Children attend for a variety of sessions. There are currently nine children on roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the information gained from parents at the start of any placement includes precise details about what their children know and can do, so that planning can be tailored to meet their individual needs.

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

- develop further the partnership with other providers where children attend so that, information about what children are learning is shared and used to further support their progress
- enhance the opportunities for children to develop their learning outdoors, for example, by replicating the rich and challenging learning environment provided indoors.

## Inspection judgements

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

Staff have a sound understanding of the learning and development requirements of the Early Years Foundation Stage. The educational programme covers all areas of learning, which enables children to engage in a balanced range of experiences. Children are making satisfactory progress because staff prepare a varied range of activities and experiences that interest and motivate them to learn. The pre-school is well organised and provides a

safe and stimulating environment for the children who attend. Before a child attends the pre-school, parents and children are invited to attend a taster session and talk to staff. However, staff do not gather information about children's interests, preferences and stages of development from parents. Children's learning and is not tailored to meet their individual needs when they first start, because staff do not have a secure knowledge of what children know and can do. This hinders the swift setting of a baseline assessment to inform planning. Children take part in group activities that enable them to take turns in conversation. For example, staff talk to children about the days of the week and the weather, and children speak to staff about their findings. This supports their communication and language skills well and provides a sound foundation for children's social skills and knowledge and understanding of the world when they go to school. The outside area is inviting for children. However, staff have not yet extended the range of resources and space available to provide experiences across all areas of learning to further benefit those children who prefer to learn outdoors.

Staff skilfully intervene in play to enable children to acquire the key skills needed in preparation for school. For example, while children are engaged in a painting activity, sponge numbers are introduced by a member of staff to encourage them to count and recognise numbers. Staff ask questions to extend children's learning, for example, by asking what number comes after five. Children start counting out loud and stop when they reach six. As a result, children are actively engaged in the activity, which supports their mathematical development. Books are plentiful and readily available so children can look at them independently. Varied writing materials and paper give children ample opportunities to extend their skills in making marks. They learn to recognise their names as they register their own arrival, and hang their coats and belongings on their named pegs.

Children's progress and achievements are monitored because the pre-school uses an assessment system that identifies progress to promote all areas of learning. This includes a learning journey file that contains observations, photographs and examples of children's work. Once staff get to know all children well, they plan adult-led activities taking into account children's individual needs. For example, they plan an activity to develop children's memory skills. Play animals and cars are placed on a tray and staff remove one item from behind a cloth. When presented with the objects again, children are asked to remember which object is missing. They do this with great enjoyment and excitement. Assessments, including the progress check for children aged between the ages of two and three years, are routinely carried out. This provides staff with a clear understanding of how to better support each child and a written summary of this is shared with parents. Parents are actively engaged in their children's learning. Home learning is enhanced by the library system where children borrow books to share with parents at home. Further opportunities are available to borrow resources from a toy library. Staff hold parents' evenings twice a year, where children's interests and achievements are discussed. This means that parents know what their children are learning so they are able to support them at home. Effective systems are in place to support children with special educational needs and/or disabilities. Individual sensory bags are in place to support children to sit in group situations, and parents are kept well informed about their child's progress through daily discussions with their child's key person.

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

Children are very happy, well settled and have formed extremely strong emotional attachments to their key person. Children's all-round development and emotional well-being are supported as they feel secure and cared for. The staff provide a very warm and welcoming environment. Parents are welcomed to stay to settle their child for as long as is necessary and, as a result, children settle quickly and separate from their parents with little upset. Staff encourage and support children to follow the same routines, such as snack, tidy-up time, playing outside and lunchtime. They visit the school to become familiar with their new environment and children's learning journeys are passed on to school to ensure continuity of learning. Children play in a well-organised, spacious and stimulating environment, with clearly defined areas of learning. They use a good range of age-appropriate toys and equipment which are placed at a low level. This enables children to develop their independence and make choices.

Children have regular access to the outdoor area where they can play in the fresh air and staff ensure that children take regular exercise. During outside play, a variety of equipment that encourages children to be active is made available, such as bikes, scooters and large play apparatus. These challenge children to learn new ways of controlling their bodies and so support their physical development. During these sessions children can move freely between activities depending on their preferences. This means that they have opportunities to make choices about what they would like to do, which encourages them to learn independently. They also learn the importance of good personal hygiene habits and a healthy lifestyle. For example, some children benefit from a healthy lunch provided by the primary school. Some parents prefer to provide their children's packed lunches, and staff offer advice and guidance regarding the provision of healthy options in the lunch boxes. Snacks are provided by the pre-school, which include fresh fruit and vegetables. Children learn about keeping safe as staff give clear explanations to them about possible risks. For example, children show they understand safety measures, such as holding on to the rail when walking down the steps and using safety knives to cut up their soft fruit and vegetables for snack.

Staff manage children's behaviour well. They constantly praise and encourage the children throughout the day, which develops their self-esteem and builds confidence. They quickly learn to follow rules for sharing equipment, such as taking it in turns to play a matching game, knowing where to find the toys and equipment they wish to use or in taking responsibility for tidying up the playroom. This helps children to develop their social skills, self-confidence and independence, and provides them with a very good range of skills for their future education. As children leave for school, their continued sense of security is fostered well. For example, teachers are invited to visit children at the pre-school. This provides an opportunity for children to meet them in a secure and familiar environment, and also enables staff to share children's achievements with them.

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

The committee has recently made changes to the staffing in the pre-school with regard to the position of manager. At the inspection, it was found that Ofsted had not been informed of the change of manager within the prescribed time period. This is a breach of the legal requirements for both the Early Years Register and the Childcare Register and affects the efficiency of leadership and management. However, the committee has followed the setting's vetting procedures by ensuring that relevant checks have been carried out and that a Disclosure and Barring Service check has been obtained for the manager. The general staff recruitment procedures are implemented effectively to ensure that children are cared for by suitable staff. Appropriate induction procedures are in place to enable new staff to understand their roles as soon as they start. Ongoing suitability is thereafter ascertained through supervision, with the manager monitoring performance to identify any training needs. With regard to other aspects of safeguarding, all staff have a comprehensive knowledge of child protection issues and the manager ensures that they implement safeguarding policies and procedures effectively. Staff attend safeguarding training and are fully aware of the possible signs of abuse, what to do and who to contact should there be any concerns. Staff conduct thorough risk assessments to identify and minimise hazards to children. The presence of any visitors to the setting is monitored and staff ensure that there is adequate security of the premises at all times.

The manager works directly with staff and children on a daily basis and has a clear overview of all aspects of the pre-school. She can easily monitor all children's progress because she uses a recognised developmental document to assess and collate their achievements. This means that the manager and staff can identify any children that are not making expected progress. Staff meetings help them to build on children's interests and plan future sessions. They identify what they should do next to move forward the learning of individual children, while discussing things that have gone well and where alterations are necessary. Parents are involved in the evaluation process through questionnaires, and management take on board any suggestions made for improvement. Identified areas for improvement have been addressed and include the recent introduction of a bag containing all necessary equipment to take out of the building during an emergency evacuation procedure. Training for staff has been identified with regard to supporting children's communication skills through the use of sign language. Parents have also been invited to attend as staff believe the use of such strategies means children will benefit from clearer communication skills at home and at the pre-school.

Parents and children are warmly greeted by staff on arrival and some time is set aside for a friendly verbal exchange of relevant information. Parents are fully informed of forthcoming events and future topics planned for their children as relevant information is displayed on the noticeboard and shared through policies and procedures and newsletters. Partnership links with the primary school are firmly established. Staff regularly work closely with the school where the pre-school is based. All children have the opportunity to join in school activities. For example, they attend harvest festival, Christmas plays and celebration days. These visits help to prepare children for the move to school because they become familiar with the school environment and staff. In addition to this, the pre-school works closely with reception teachers to ensure that important information is shared. This means that children are fully supported when they move to school. The pre-school has developed some links with other providers where the care of children is shared by introducing link books to secure a two-way flow of information to support children's

learning. However, this is not used with all other providers where children attend. As a result, information is not consistently exchanged to ensure all children are making good progress.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the appointment of a new manager of childcare (compulsory part of the Childcare Register)
- inform Ofsted of the appointment of a new manager of childcare (voluntary part of the Childcare Register).

## 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>	253729
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	866783
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	18
<b>Number of children on roll</b>	9
<b>Name of provider</b>	Brant Broughton Pre-School Committee
<b>Date of previous inspection</b>	23/09/2010
<b>Telephone number</b>	01400 279 061

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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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