

# Brocton Pre School Playgroup

Village Hall, Old Acre Lane, Brocton, Stafford, ST17 0TW



## Inspection date

Previous inspection date

27 February 2015

16 September 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children's safety and well-being is a priority within the pre-school. This is because staff have a strong understanding of the possible signs and symptoms to look out for. They know what to do and who to contact should they have any concerns about a child in their care.
- Staff, parents and children are included in the self-evaluation procedures through discussions, meetings and questionnaires. As a result, this effectively identifies targets and drives forward improvements to make sure that outcomes for children continue to be good.
- There is a strong key-person system in place that effectively supports children's emotional attachments. As a result, children are well behaved, and have good levels of self-esteem and resilience.
- All staff are provided with regular supervision. Their teaching practice is monitored so that it is consistent and has a high level of positive impact on the children they care for. Staff attend a range of training events so that their knowledge is current.

### It is not yet outstanding because:

- Staff do not always maximise opportunities for children to develop their independence, such as by encouraging children to make informed choices about what they want to play with.
- Staff provide fewer opportunities for children to develop their interest in technology during their child-initiated play times.

## What the setting needs to do to improve further

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

- maximise opportunities for igniting and enhancing children's interest in technology during their self-initiated play, for example, by reorganising their access to technology resources throughout each session
- enhance children's self-initiated learning further by extending their informed choice through the use of a range of strategies, such as a pictorial catalogue of the resources on offer, as well as the resources they can see directly.

### Inspection activities

- The inspector looked at a range of documents including evidence of staff suitability and qualifications and the provider's self-evaluation and improvement plans.
- The inspector observed activities in all indoor and outdoor play areas.
- The inspector conducted a joint observation with the manager. She held meetings with the manager and the registered person and held discussions with various staff caring for children.
- The inspector took account of the views of children and parents spoken to on the day.
- The inspector looked at children's assessment records and planning documentation.

### Inspector

Mary Henderson

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Teaching is strong, because there are good systems in place to assess children's learning and development. Additionally, staff identify children's starting points in consultation with parents. The planning includes children's interests, abilities and motivation for learning and staff follow children's lead. For example, during outdoor play, children look on in awe as they find a slug in the garden. They show empathy for living things, and watch as the slug disappears back into the dirt. Furthermore, the staff use a range of questioning techniques during this and other activities to encourage children to investigate and explore. This helps them to think and reply with confidence developing their communication skills. Staff encourage children to achieve what they set out to do by saying 'go on you can do it' and providing praise. This effectively supports children's communication and language over time, and their readiness for the next stage in their learning, including school. Children develop positive relationships with community members. For example, they visit the post office to post letters home to their family. However, at times, children's interest in information, communication and technology is not always fully maximised. Staff do not make sure children are fully aware that such resources are available for them to access during the session.

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

The staff encourage children to take risks in their physical play. They encourage children to climb and balance, in both the indoor and outdoor areas throughout the session. This also helps children to learn about the benefits of physical exercise. Children competently wash their hands after visiting the toilet and before they eat. However, children's independent choices during their child-initiated play times are not always fully supported. The staff do not always ensure children know what other resources are available other than what they can see around them. Children learn about keeping safe, because staff talk to children about road safety as they go on walks in the local areas.

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

The manager and the staff all have a good understanding of the requirements for the Early Years Foundation Stage. All staff are suitably qualified, which means children benefit from good learning experiences. Staff check all areas to make sure the environment is safe prior to children's arrivals. The children are closely supervised during indoor and outdoor play times so that they are kept safe. The educational programmes and children's progress are effectively monitored to ensure intervention is sought when necessary. There are strong partnerships with parents and other providers to ensure children's needs are identified and well met. This means children benefit from continuity in their care and learning.

## Setting details

<b>Unique reference number</b>	218103
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	865705
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	35
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Brocton Pre School Playgroup Committee
<b>Date of previous inspection</b>	16 September 2011
<b>Telephone number</b>	01785 661798

Brocton Pre-School Playgroup opened in 1967 and registered with Ofsted in 2001. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualifications at level 4. The pre-school opens Monday, Tuesday, Thursday and Friday, term time only from 9.30am to 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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