

Broughton Under Fives Association



Village Hall, Gate Lane, Broughton, Kettering, Northamptonshire, NN14 1ND

Inspection date	12 March 2015
Previous inspection date	8 September 2010

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Staff accurately assess children's starting points and progress over time. Consequently, children's needs are quickly identified and well met, through the effective partnerships between parents, carers and other professionals involved in their care and learning.
- Children are provided with a welcoming and stimulating learning environment, in which they are happy, eager and motivated to learn. Staff build close attachments with the children and, as a result, children's sense of belonging and confidence are well supported.
- Children are exceptionally well behaved and play well together. This is because staff are excellent role models and use good behaviour management strategies with children.
- Staff demonstrate a clear knowledge and understanding of their role and responsibilities with regards to safeguarding and protecting children. As a result, children's well-being and safety are effectively promoted.
- The leader and chairperson of the committee have a clear understanding of the strengths and weaknesses of the provision, and this enables them to make improvements and secure better outcomes for all children.

It is not yet outstanding because:

- Opportunities for children to experiment by making marks, and practise writing for a purpose, are not always promoted in the outside environment.
- Staff sometimes miss opportunities to teach children about the affects physical activity can have on their bodies during exercise.

What the setting needs to do to improve further

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

- extend opportunities for children to spontaneously experiment by making marks during outside play, by providing pens and paper alongside activities, to develop their use of writing for a purpose
- strengthen children's knowledge and understanding of the effects of physical exercise on their bodies, for example, by talking to them about why exercise makes their heart beat faster and how exercise can have a positive effect on their overall health and well-being.

Inspection activities

- The inspector observed the quality of teaching, and the impact this has on children's learning, in the indoor learning environment and during an activity which took place outside.
- The inspector and the leader conducted a joint observation.
- The inspector held a meeting with the leader and the chairperson of the committee, and spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector looked at children's records, planning documentation and a range of other documentation, including safeguarding policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and the provider's self-evaluation and development plans.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Linda Newcombe

Inspection findings

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

Staff know the children well and, as a result, they plan activities that are well focused to stimulate their interests and ignite their learning. Communication between staff and children is warm and expressive. This means children are able to use and extend their vocabulary with confidence, and explore their ideas more fully. Children demonstrate resourcefulness, by inventing their own games and working out their own rules. They enjoy stories and rhymes and staff encourage them to identify pictures and guess what will happen next in the story. Children develop their knowledge of letters, sounds and mathematical concepts, through everyday routines. Staff teach children to recognise the letters and sounds that make up their names. This helps children to develop the skills they need in preparation for school. Children enjoy being creative by making marks and developing their early writing skills in the inside learning environment. However, writing materials are not always readily available when children play outside. This means that children are not able to spontaneously experiment by making marks in all areas of their learning. Parents and carers are closely involved in their children's learning. They attend regular meetings with their child's key person, to discuss their progress in more detail.

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

Children's emotional well-being is well promoted, and they are secure and confident to explore the learning environment independently. Staff provide a variety of healthy snacks and drinks, and they take time to chat with the children to help them learn about healthy eating. Children benefit from plenty of fresh air and physical exercise. However, staff sometimes miss opportunities to further develop children's understanding of how physical exercise affects their bodies. Children's growing independence and developing self-care skills are well supported. They instinctively know to wash their hands before eating and are eager to help out by washing their plates after snack. Children know they are not allowed on the grassed area outside unless a member of staff is with them. This is because staff teach children about boundaries and they learn how to keep themselves safe.

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

The staff team are well organised and enthusiastic. Good induction procedures mean that policies regarding health and safety are understood and followed effectively. Staff carry out daily checks and risk assessments in all areas used by the children, to effectively identify and minimise any hazards. The ongoing suitability of staff, and the quality of their teaching, is monitored through appraisals and a targeted programme of training and professional development. Staff are extremely supportive of each other and weekly team meetings, give them the opportunity to discuss their key children's progress, and plan effectively for their next steps. Parents' notice boards display a wealth of information, and regular newsletters ensure parents are kept up to date with information about activities and events.

Setting details

Unique reference number	220031
Local authority	Northamptonshire
Inspection number	865839
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	24
Name of provider	Broughton Under Fives Association Committee
Date of previous inspection	8 September 2010
Telephone number	07939 985071

Broughton Under Fives Association was registered in 1995. The setting operates during school term only. It opens Monday to Friday 9.15am until 12.15pm, with a lunch club offered from 12.15pm until 1.15pm. There are three members of childcare staff, all of whom hold an appropriate early years qualifications at level 3. The nursery provides funded early education for three- and four-year-old children.

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