

# Brockton Pre School 1

Shipton Village Hall, Shipton, Much Wenlock, Shropshire, TF13 6JZ



## Inspection date

8 June 2015

Previous inspection date

6 June 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider has failed to notify Ofsted of changes to committee members. Therefore, Ofsted are not aware of all those who are associated with the setting.
- Staff do not prepare children for changes that occur in the routine by giving them prior warning. They also do not tell children what is happening next in the routine. This means children are not helped emotionally to prepare for change.
- Areas for children to relax and be quiet are limited in the indoor environment. The large open space echoes noise and does not provide space for children to be calm.
- Children's mathematical development and literacy skills are not fully accelerated as staff do not display written words, letters and a range of numerals to support those children who prefer to learn outdoors.

### It has the following strengths

- Children make good progress in their learning. Staff are well qualified and access a wide range of training that has a good impact on children's learning. Staff use their knowledge and skills to support children who are underachieving and to enhance their communication and language development through their teaching of phonics.
- Staff know how to keep children safe from possible abuse or neglect. They ensure the environment is safe as they complete regular risk assessments. They also encourage children to keep themselves safe, such as wearing a safety helmet when using the bicycles.
- Partnerships with parents and school are effective. Parents are kept informed about their child's progress and are given ideas of how to support their learning at home. Children attend the local school regularly, therefore, they are emotionally well prepared for school.

## What the setting needs to do to improve further

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

- enhance the outdoor area further by providing more written text and numerals in the environment, to accelerate the development of those children who prefer to learn outside
- improve the indoor environment by creating areas of quiet and relaxation to enable children to relax and not be disturbed by noise or other children's play
- develop ways of preparing children for changes that occur in the routine, so they know what will happen next and in what order.

### Inspection activities

- The inspector checked evidence of the suitability and qualifications of the staff working with the children.
- The inspector looked at samples of children's records and learning documentation. He also looked at policies and procedures to safeguard children's welfare and a range of other documentation.
- The inspector observed activities inside the setting and outdoors.
- The inspector spoke to staff throughout the inspection and held a meeting with the provider.
- The inspector evaluated an activity with staff.

### Inspector

Scott Oliver Thomas

## Inspection findings

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

Staff provide a range of interesting activities and experiences that cover all areas of learning and promote children's different learning styles. Learning opportunities are based on children's interests and next steps in learning. Children have free access to a wide range of toys and resources that help them develop independence. The indoor environment has a range of displays, including numbers, words and letters. However, these are not replicated outside to enhance and promote children's number recognition and literacy development. Learning is adapted well for the different ages of children who attend. During a phonics activity, children are split into different groups according to their age. This enables teaching to be delivered according to children's developmental stage. Children enjoy exploring the world around them. They find a moth on the fence outside. Staff provide magnifying glasses and books about moths to aid children's discovery. Staff know what children need for school and teach them the necessary skills. Each morning, children sit during circle time as they listen for their name, which develops their listening and concentration skills.

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

The environment is safe and welcoming with a variety of resources both indoors and outdoors. However, there is no quiet space inside for children to relax. Therefore, children are not able to get away from the noise of the main room and find a calm area. Children find the routine of the day familiar as they are able to play both inside and outside. However, staff do not use effective ways to prepare children for the next part of the routine, such as snack time. This means children are sometimes reluctant to leave their play without prior warning. Meals and snacks are healthy. Children's independence is promoted well at mealtimes as they pour their own drink and serve their own food. Staff praise children and build their self-esteem as they recognise their achievements. Behaviour management is effective and staff promote children's turn taking and sharing. As a result, children's behaviour is generally good.

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

The manager has a suitable understanding of how to promote children's learning. The provider is able to keep children safe and implement effective procedures to promote their welfare. However, the provider has failed to inform Ofsted of changes to those persons who are part of the committee who manage the setting. The provider has ensured all committee members who have not had their suitability checked, have not had unsupervised contact with children. The setting has appropriate systems to check that staff are suitable to work with children. Staff have regular performance management meetings, which enables weaker practice to be improved. The manager uses tracking systems to check on children's learning. This means she is able to take swift action when children do not progress as expected. Self-evaluation is being used generally well to identify areas for improvement, such as children's learning in the outdoor area.

## Setting details

<b>Unique reference number</b>	224052
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	866130
<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>	16
<b>Number of children on roll</b>	14
<b>Name of provider</b>	Brockton Pre School Committee
<b>Date of previous inspection</b>	6 June 2011
<b>Telephone number</b>	07817 134808

Brockton Pre School 1 was registered in 1998. The pre-school employs two members of childcare staff. Both hold appropriate early years qualifications at level 3. The pre-school opens Mondays, Thursdays and Fridays, term time only. Sessions are from 9am until 3pm. The setting provides funded early education for three- and four-year-old children.

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