

Brockton Pre School 2

Brockton C of E School, Brockton, Much Wenlock, Shropshire, TF13 6JR



Inspection date	9 September 2015
Previous inspection date	28 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The leadership of the setting is robust. Staff are ambitious and there is a secure vision for the future. The leadership team accurately evaluate the quality of the setting, seeking the views of parents. They have set challenging targets for improvement.
- Staff are well qualified and very experienced. They access regular training which is improving their knowledge and skills, in order to better meet the needs of children. The quality of teaching is at least good and at times their teaching is outstanding.
- Children develop a strong understanding of their community and the wider world. They meet members of their local community at school assemblies and learn about the cultures of all children who attend the pre-school.
- Children are making good progress in their learning. Nearly all children enter school at the typical stage of development for their age. Staff work with professionals and parents to coordinate specialist support for children when needed.
- Staff have a strong emphasis on mathematics in their teaching. They encourage children to solve number problems, use mathematical language, measure and weigh objects and recognise shapes and numerals. Therefore, children make outstanding progress in their mathematical development.

It is not yet outstanding because:

- The setting has generally good partnerships with parents and they regularly share information with them. However, staff have not made sure that all parents know about the policies and procedures or how to access them.
- Staff do not place enough emphasis on the teaching of communication, language and literacy skills to ensure that children make as much progress as possible.

What the setting needs to do to improve further

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

- make sure that all parents are aware of the pre-school's policies and understand how to access these
- focus even more on children's communication, language and literacy development and increase the potential for rapid progress in these aspects of their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and a representative of the committee. He looked at relevant documentation, such as self-evaluation records and evidence of the suitability of staff working in the pre-school.
- The inspector held a meeting with the head teacher of the host school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Scott Oliver Thomas

Inspection findings

Effectiveness of the leadership and management is good

The leadership team is passionate about their work and dedicated to their roles. Staff and the committee demonstrate a robust understanding of the requirements of the Early Years Foundation Stage. The manager has worked closely with the head teacher of the local school to identify areas for improvement and better prepare children for the next stage in their learning. Partnerships with parents are generally effective. Staff engage parents well in their children's learning. They share ideas with parents to support their child's learning at home and to inform them of their child's progress. However, staff have not made sure that all parents know how to find the pre-school's policies or are aware of what information these include. The arrangements for safeguarding are effective. Thorough recruitment procedures are used to check that staff are suitable to work with children. Staff have attended child protection training and know how to keep children safe.

Quality of teaching, learning and assessment is good

Staff have high expectations of all children. They skilfully support children according to their stage of development through teaching that is adapted to their abilities. Staff complete regular and precise assessments of children's progress. This means activities are suitable and build on children's interests and next steps in learning. Staff have a strong emphasis on mathematics in their teaching which results in children making excellent progress. However, they do not give the same focus to children's communication, language and literacy development. Therefore, children do not make the best possible progress in these areas of their development.

Personal development, behaviour and welfare are good

Staff have created a stimulating and welcoming environment. New children settle extremely well as they are supported and comforted by sensitive staff. Staff have attended recent training on managing behaviour. As a result, they manage children's behaviour well. The manager monitors children's attendance and helps parents to understand the importance and value of learning. Children benefit from using the school facilities. They use the school hall for lunch and they play in the playground. This enables them to become familiar with school life and feel confident when the time comes to move on. Children learn about the importance of physical exercise and the impact it has on their bodies. They also eat healthy snacks and meals to promote their good health. Children have good personal, social and emotional skills. They learn how to manage minor disagreements between themselves and how to take turns.

Outcomes for children are good

All children, including those in receipt of funding, make good progress. Children are learning to be independent. For example, they learn to go to the toilet by themselves. Older children are well prepared for school. They learn how to sit, listen and concentrate for a suitable period of time. Children who do not make the expected progress are identified swiftly and interventions are made, so that gaps in their learning are closed.

Setting details

Unique reference number	224053
Local authority	Shropshire
Inspection number	866131
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	3 - 4
Total number of places	10
Number of children on roll	7
Name of provider	Brockton Pre School 2 Committee
Date of previous inspection	28 February 2012
Telephone number	07817 134808 or 01746 785671

Brockton Pre School 2 was registered in 2000. The setting employs three members of childcare staff. All of whom hold appropriate early years qualifications at level 3. The setting opens on Wednesdays during 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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