

# Brant Broughton Pre-School



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

## Inspection date

29 September 2015

Previous inspection date

5 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Parents are positive about the way the pre-school is run. The new manager has made effective changes to the way parents' are informed about their children's progress.
- Staff listen carefully to children as individuals and respond well to their needs. Children understand clearly what is expected of them and flourish through the encouragement and praise they receive.
- Children enjoy playing in the new outdoor area. Activities such as growing vegetables and digging for worms fire their interest and create many opportunities for meaningful conversations. A good range of activities supports their play and learning appropriately. Children develop imaginative games and share their ideas with each other across the age range. As a result, they make good progress.
- The manager and committee make sure staff are well-qualified. They work closely with the local authority and other providers to ensure they have the best impact on meeting the needs of the children.

### It is not yet outstanding because:

- The needs of the most-able children are not planned for sufficiently well in adult led activities and in their play.
- In planned or spontaneous activities, staff do not use the language of space and measure well enough to support children's development in mathematics.

## What the setting needs to do to improve further

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

- ensure that the language of space and measure in mathematics is carefully planned for and used in day to day activities
- ensure that the most-able children have activities that challenge them in both adult led activities and in their play.

### Inspection activities

- The inspector observed teaching and the impact it had on learning both inside and out.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector carried out joint observation with the manager.
- The inspector took account of the views of parents on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

### Inspector

Jan Connor

## Inspection findings

### Effectiveness of the leadership and management is good

The new manager has taken decisive action to address the recommendations from the last inspection. This has had a positive impact on the improving outcomes for children. She understands the requirements of the Early Years Foundation Stage well. She communicates her high expectations and ambition to improve the pre-school to all the staff and parents. New systems for checking how well the children are doing are rigorous and support leaders to make the necessary changes for improvement. The manager works closely with the local authority and other providers to identify staff training and acts quickly to ensure staff gain the skills and knowledge to meet the needs of children. Leaders share detailed information with parents about the progress of their children. The manager has ensured parents have many and varied opportunities to share their views about their children through, for example, 'afternoon tea' meetings, email, social media contact and a home school book. Safeguarding is effective.

### Quality of teaching, learning and assessment is good

The staff know the children well as individuals and plan carefully to meet their needs. The key person system means staff keep a close check on what children can do. They share this information with each other regularly so that children's learning needs are addressed by everyone. The pre-school ethos of listening carefully to children is exemplified by all the staff and children's speaking and listening skills are well developed. Staff adapt activities well to respond to the children's interests and ideas. For example, during a painting activity a child wanted to make her picture 'shiny', the adult immediately responded by providing the necessary resources. This resulted in a detailed conversation between children about their pictures and enhanced the learning. Those children who have wider learning needs are well supported because staff know how to plan their individual learning journeys well. As a result, they make good progress.

### Personal development, behaviour and welfare are good

Children play happily together. They know each other well, join in imaginary games and role play together and make each other laugh. Children's behaviour is managed in a considerate way, and appropriate behaviour is modelled well by staff. As a result, children also respond to each other in a caring and considerate way. A strong emphasis on 'caring hands, feet and voices' means children have a clear understanding of what is expected of them. During the inspection older children were seen helping younger ones to put on shoes and coats without being asked by an adult. Children feel safe and secure and new children gain confidence quickly because routines are well established and known to the children.

### Outcomes for children are good

All children make good progress. Children's development of social skills and their ability to communicate well are good. Children use their imagination and explore their environment confidently. For example, while planting seeds, children found worms and this fired their imagination and a new learning opportunity was created which they shared with each other. Children develop independence quickly and this prepares them well for school.

## Setting details

<b>Unique reference number</b>	253729
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1024533
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	12
<b>Name of provider</b>	Brant Broughton Pre-School Committee
<b>Date of previous inspection</b>	5 November 2014
<b>Telephone number</b>	01400 279 061

Brant Broughton Pre-School was registered in 1974. 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. The pre-school employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 5 and one holds Level 3, one holds level 2. The pre-school opens Tuesday to Thursday, from 8.45am to 3.15pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-olds. It supports disabled children and those who have special needs.

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