

Broughton Pre-School

King George V Playing Fields, Broughton, Preston, Lancashire, PR3 5JA



Inspection date

1 March 2016

Previous inspection date

13 October 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Meticulous self-evaluation takes into account the views of staff, parents and children. Innovative action plans are used to drive ongoing improvement.
- Partnership working with parents is exceptionally well promoted. Staff implement superb strategies to encourage parental involvement, including supporting children's learning, both at the pre-school and at home.
- Children of all ages delight in their play and learning. They are confident, self-motivated and show a strong sense of belonging.
- Staff plan the wonderful environment to maximise children's learning opportunities. They are highly skilled at supporting each child to make the best possible progress.
- Regular and comprehensive assessment documents are used to plan around each child's individual interests and learning styles. Any need for early intervention is identified promptly and additional support sought.
- The kind and nurturing staff promote children's physical and emotional well-being superbly. They establish close and respectful attachments, which promotes children's confidence and self-esteem.
- All children, including disabled children and those with special educational needs, make excellent progress in all areas of learning.

What the setting needs to do to improve further

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

- build on the excellent partnership working with parents and other professionals to aid children's move on to school.

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 looked at children's records, planning documentation and evidence of the suitability of staff working in the provision. She looked at a range of other documentation, including policies and procedures and the nursery's self-evaluation.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager.

Inspector

Cath Palser

Inspection findings

Effectiveness of the leadership and management is outstanding

The highly qualified manager is extremely ambitious and a superb role model. She shares her expertise and inspires and motivates the staff. There is a strong ethos of sharing support and learning with each other. Staff are eager to develop their knowledge and skills and provide the very best for the children. The manager provides dedicated time for staff to undertake their own research, to support their individual role. This leads to innovative ideas that develop high-quality teaching. Highly targeted supervision is carried out to ensure the quality practice is consistently high. Regular training attended by all staff ensures that they have a robust knowledge of child protection. The arrangements for safeguarding are effective. The manager and staff are extremely reflective and drive ongoing improvement. They are keen to build on the excellent relationships with parents and other partnerships to aid children's transitions to school. Additional funding is used effectively to meet children's needs.

Quality of teaching, learning and assessment is outstanding

Children play with awe and wonder as they explore the superbly planned resources. Staff use their high-quality teaching skills to build on all children's interests and fascinations. They establish excellent partnership working with parents to get to know children from the start. Staff provide each child with interest and challenge throughout the day. Children of all ages demonstrate excellent critical thinking and communication skills. For example, they share ideas about how they can design and construct their creations. Staff know when to step in and offer clues and suggestions. They ask questions to stimulate children's problem-solving skills. Children are active and confident learners and take ownership of their own learning. They are totally immersed in their play and are eager to take part in the range of fun and exciting activities. Children develop the skills and attitudes to help them to be exceptionally well prepared for future learning.

Personal development, behaviour and welfare are outstanding

Children develop high levels of confidence in their own abilities and to try new things. They are self-assured and extremely capable learners. Children settle in very quickly and make friends easily. Staff are excellent role models and provide children with clear and consistent guidelines for expectations. Children show immense kindness, respect and consideration and learn about the feelings and views of their peers. They play extremely cooperatively together and show an increasing understanding of how to manage their own feelings and behaviour. They are very keen to carry out small tasks, such as tidying up and sweeping the floor after themselves. They are offered a superb range of experiences that promotes their understanding of the lives of others. Children learn how to keep themselves safe and make healthy choices. They play with energy and vigour and thoroughly enjoy their time at the pre-school.

Outcomes for children are outstanding

All children make the very best progress. They are active, eager and independent learners. Children acquire the skills in all areas of learning and development. They are extremely well prepared for their next stages in learning and for school.

Setting details

Unique reference number	309249
Local authority	Lancashire
Inspection number	855193
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	33
Number of children on roll	52
Name of provider	Broughton Pre-School (Preston)
Date of previous inspection	13 October 2011
Telephone number	01772 860834

Broughton Pre-School was registered in 2001 and is run by a committee. The pre-school employs nine members of childcare staff, all of whom hold appropriate early years qualifications to at least level 3, including one with Qualified Teacher Status and two who are qualified to level 7. The pre-school opens from Monday to Friday all year round. Sessions are from 7.45am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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