

Broadhill Pre-School

Broadhill Pre School, 131 Hailey Road, Witney, Oxfordshire, OX28 1HL



Inspection date

15 April 2016

Previous inspection date

17 September 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The managers do not effectively monitor teaching practice to identify how to help staff to develop their skills, to improve outcomes for children. The quality of teaching is not consistently good.
- Children do not all make the level of progress typical for their age, particularly in their communication and language development. Targeted support has not been arranged for these children.
- Lunchtime arrangements are poorly considered. After children finish eating they do not engage in purposeful activities and they become bored.

It has the following strengths

- The new managers have identified the strengths and some weaknesses in the provision and have already made some successful improvements. For example, there have been positive changes to the garden area.
- Staff encourage children to be confident and independent, and foster their well-being effectively.
- The children are generally well behaved and the staff help them to learn behavioural expectations in a positive, calm manner

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ ensure that targeted support is given to children who need it, particularly with regard to their communication and language development	31/05/2016
■ monitor the quality of teaching practice effectively to identify how to help staff to improve outcomes for children and take appropriate action.	31/05/2016

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

- review the organisation of routine activities to provide purposeful play opportunities throughout the day.

Inspection activities

- The inspector observed interactions between staff and children.
- The inspector tracked the progress of children.
- The inspector spoke to parents, children, staff and the managers at convenient times during the inspection.
- The inspector looked at samples of relevant documentation.
- The inspector and one of the managers conducted a joint observation.

Inspector

Jessica Williams

Inspection findings

Effectiveness of the leadership and management requires improvement

The new managers have only been in place since January, and are making positive improvements, such as introducing a planning system that follows the children's interests and learning needs. This is not yet fully embedded in practice. The managers are evaluating the provision quite well overall and have a well-targeted plan of action. They recognise that they need to do more to monitor teaching practice and tackle weaknesses effectively. Safeguarding is effective. The managers and staff have a good awareness of safeguarding matters and what to do in the event of a concern about a child. Effective safeguarding measures are implemented.

Quality of teaching, learning and assessment requires improvement

The quality of teaching varies across the staff team and during the course of the day. Children are given the opportunity to explore the stimulating indoor and outdoor spaces freely and have the use of a good variety of resources. Staff use some skilful questioning to encourage the children to think critically and are responsive to children's play ideas. They offer some good suggestions to extend children's play and learning. However there is a period of time just after lunch which is chaotic. Staff do not plan activities to occupy children, leaving them to wander around, unsure of what to do. At this time, children receive little guidance from staff who are involved in domestic tasks or sitting with children who are still eating. Staff complete regular observations and assessments of the children's progress. Children with recognised special educational needs receive good support to help them achieve. However, the managers have recently noted that there are more children who need extra support in their communication and language development, but have not arranged this yet.

Personal development, behaviour and welfare are good

Children are developing self-confidence and independence. Staff encourage children to carry out tasks themselves, giving the children responsibility. Staff work effectively with parents to value children's achievements. For example children show great pride as staff share 'wow moments' of children's experiences at home with the group. The pre-school is welcoming and children are eager and motivated to learn. The children receive good emotional support from their key persons who are sensitive to their individual needs.

Outcomes for children require improvement

Children enjoy their time in the setting and relate well to staff. Most children make progress that is typical for their age, from their individual starting points, and gain some useful skills to prepare them for school. However, due to the lack of targeted support, some children are not gaining confident language skills to assist their future learning. Children develop their social skills and behave well.

Setting details

Unique reference number	134458
Local authority	Oxfordshire
Inspection number	1027866
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	45
Name of provider	Broadhill Playgroup Committee
Date of previous inspection	17 September 2012
Telephone number	01993 705509

Broadhill Pre-School in the town of Witney, Oxfordshire opened in 1974 and is run by a parent-management committee. The pre-school is next to a school. It is in receipt of funding for the provision of free early education for children aged two, three and four years. It operates on weekdays from 9am until 3pm during school term times. The pre-school employs nine staff; of these, seven hold relevant level 3 qualifications, and one has a level 2 qualification.

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