

# Brockton Pre School 1

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



## Inspection date

23 May 2016

Previous inspection date

8 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The pre-school committee is increasingly effective and meets its legal obligations as the registered body. Good leadership and management ensure that committee members and staff are thoroughly vetted to ensure that everyone who works with the children are suitable to do so.
- Staff teach key mathematical concepts well. The effective teaching of phonics helps children to discriminate and differentiate between sounds and to develop their early literacy skills. As a result, children make good progress.
- Staff plan a vibrant educational programme across all areas of learning. Effective personal care routines support the children's good health and welfare well.
- Leaders carefully monitor and accurately track the progress of individual children and groups. Any gaps in children's learning are closing. Staff challenge the older children by providing them with more complex activities and games. As a result, these children continue to do well and make steady progress.
- The children are motivated, curious and eager to learn. They learn to do things for themselves, including negotiating with their friends and making decisions during their play. This helps the children to build their self-confidence, and their personal, social and emotional development.

### It is not yet outstanding because:

- In some instances, parents are not sufficiently well informed about their child's next steps in learning to fully support their learning at home.
- Staff do not always ensure that the older boys pay sufficient attention when staff talk to them and ask questions. As a result, they do not develop listening skills as well as they could.

## What the setting needs to do to improve further

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

- improve the information to parents, about the next steps in their child's learning, so that they can better support their child's learning at home
- provide greater support to the older boys to enable them to improve their listening skills.

### Inspection activities

- The inspector reviewed the improvements that leaders have made since the last inspection and their plans for future improvement.
- The inspector observed children during a range of play and learning activities in the designated play area, including outdoors. The inspector carried out a joint observation with the pre-school manager.
- The inspector held meetings with members of the pre-school committee and staff.
- The inspector looked at a range of documentation including children's learning journals and staff's planning of children's learning and development activities.
- The inspector checked evidence of the suitability of the pre-school committee and all staff working at the premises, and the professional qualifications and training of leaders and staff.
- The inspector took account of the views of parents and those of children spoken to on the day of the inspection.
- The inspector explored the safeguarding arrangements, the security of the premises and how effectively the leaders have identified and taken steps to minimise any potential risks.

### Inspector

Deborah Udakis, Her Majesty's Inspector

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders provide staff with good quality support and supervision. Effective monitoring of staff's performance and professional training activities has led to significant improvements to the quality of teaching and care practices. Safeguarding protocols and procedures are rigorous and thorough. Well qualified and experienced staff have secure links with key child protection agencies to ensure safeguarding referrals can be made promptly. Consequently, the arrangements to safeguard children are effective. Staff make good use of opportunities to talk to parents about their child's learning informally. Spontaneous exchanges between parents and staff at the beginning and the end of the sessions generate useful information. However, some parents are not provided with information about how they can further support their child's learning at home.

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

Staff support children's growing vocabulary well. For instance, during story time, the manager introduces the children to the words 'author' and 'illustrator' and she clearly explains what they do. The children are well supported to think for themselves, and are given time to formulate their responses and to express their thoughts. The children relish their time outdoors. Staff help children to use their experiences of rural life in their play and learning. The children demonstrate their good knowledge of farms, the care of livestock and the environment. They use appropriate farming terminology. Boys and girls take part in all activities. Staff effectively promote gender equality in children's play.

### Personal development, behaviour and welfare are good

Children show concern for others. For instance, during rhyme time, an older child took a younger child's hand and provided them with reassurance and emotional support when the younger child showed some uncertainty. Children behave well; they are sociable and overall are well-mannered. A few older boys, on occasions, do not listen to the adults when they are talking to them. Consequently, they do not always respond positively to instructions or when asked to do something. The children play well together, they negotiate taking turns and the sharing of the equipment. They make good use of egg timers to measure and monitor the time spent on particularly popular play equipment, to ensure everyone is able to have a turn. A cosy corner provides children with a quiet space to relax away from the busy learning areas.

### Outcomes for children are good

A few children start at the setting with skills and abilities below those typical for their age. Staff quickly get to know the children and put effective strategies in place to support their learning. As a result, these children make good progress in their learning. Most children make at least typical progress and are on track to achieve the early learning goals. They build their physical strength and confidence during dance sessions, while on environmental walks and when riding bicycles. Children's good attendance and punctuality helps to secure positive learning outcomes. The children are well-prepared for school as they join in with lunch and assemblies at the school. They feel secure in the school environment, are getting to know their new teachers and they talk enthusiastically about starting school.

## Setting details

<b>Unique reference number</b>	224052
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	1051891
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Brockton Pre School Committee
<b>Registered person unique reference number</b>	RP905785
<b>Date of previous inspection</b>	8 June 2015
<b>Telephone number</b>	07817 134808

Brockton Pre School 1 was registered in 1998. The pre-school employs a total of five members of childcare staff, two of whom work on a full time basis. Both full time staff hold an appropriate early years qualifications at level 3, and one has a BA (Hons) Degree in Early Years. 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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