

Higher Broughton Children's Centre



The Broughton Hub, 48-50 Rigby Street, Higher Broughton, Salford, M7 4BQ

Inspection date	29 November 2016
Previous inspection date	8 October 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
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

- The manager is inspirational. She has extremely high expectations and a clear vision of how to achieve excellence. Staff, parents, children and other professionals are involved fully in this evaluative process.
- Staff use their expert teaching skills and knowledge to promote children's learning and development. They make precise observations of children's learning and use these to plan for their excellent progress. Staff skilfully question children to extend their learning.
- The highly accurate system of monitoring children's progress is used to great advantage to ensure they learn exceptionally well. Staff are highly adept at identifying at an early stage where additional support is needed, enabling all children to achieve their best.
- Excellent deployment of highly qualified staff, along with detailed and precise care planning, helps to provide every child with the specific support they need. This includes children who speak English as an additional language and children who have special educational needs and disabilities.
- Children form exceedingly close and trusting relationships with the committed and dedicated staff who respond to their every need. This helps children to be exceptionally happy and settled and gives them a strong base to explore from.
- Staff provide a highly stimulating environment that delights children and helps them to develop high levels of curiosity and concentration. Outdoors, children are extremely confident and self-assured as they experiment with sand, use their imaginations in a mud kitchen and practise their early writing skills with chalks.

What the setting needs to do to improve further

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

- continue to develop plans to enhance the already excellent processes for monitoring children's progress.

Inspection activities

- The inspector observed the quality of teaching, both indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation, such as children's learning journeys and planning.
- The inspector looked at policies and procedures and checked evidence of staff qualifications and suitability.
- The inspector took into account the views of parents during the inspection.

Inspector

Lindsey Wallwork-Jones

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager monitors children's progress meticulously. She makes an accurate analysis of comparisons between groups and individuals. Staff provide targeted support for individuals to close any gaps in learning and help children to catch up quickly. The manager makes use of highly rigorous self-evaluation systems and she is considering how to further enhance how children's progress is monitored. There are extremely strong systems in place for monitoring staff performance and the identification of professional development. Staff are highly enthusiastic in their work and feel empowered to suggest and implement changes. For example, they have devised changes to how they plan and observe individual children to progress their communication and language development. The arrangements for safeguarding are effective. The manager and staff show an extremely firm commitment to ensuring that children's safety is prioritised at all times. Staff have an excellent understanding of the setting's policies and their individual responsibilities to safeguard children.

Quality of teaching, learning and assessment is outstanding

The highly qualified staff form very successful relationships with other professionals. They ensure the best outcome possible for every child, including those who are learning English as an additional language and those who have special educational needs and disabilities. For example, staff attend regular meetings with other professionals to discuss the individual needs of children and their families. Staff provide an exceptional range of activities that engages children and is linked to their interests. For example, a key person develops a child's interest in diggers by incorporating them into sand play and story time. Children's communication and thinking skills are developing exceptionally well. For example, staff make excellent use of skilful questioning to help children form opinions, describe their experiences and express themselves. Older children join in with songs and rhymes that incorporate a puppet and bags of resources.

Personal development, behaviour and welfare are outstanding

Children are supported to attend to their own personal needs and they learn very good independence skills. Lunchtime is a social occasion and they learn to serve lunch and clear away plates and cups after mealtimes. Excellent support from key persons during times of transition helps children to move from one room to another very smoothly. Staff also work extremely closely with teachers in schools to ensure that transitions are smooth. The partnership with parents is highly effective. Staff provide a wealth of resources to extend their child's learning at home.

Outcomes for children are outstanding

All children make excellent progress, including those in receipt of additional funding. They have a zest for learning and are extremely motivated. Younger children are assured in all aspects of their play and learning. They are keen to take a leading role and tackle new challenges with confidence and skill. Older children develop excellent communication skills. Children develop many valuable skills that they need for their next stage of learning and school.

Setting details

Unique reference number	511461
Local authority	Salford
Inspection number	1064228
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	0 - 5
Total number of places	62
Number of children on roll	52
Name of registered person	Salford City Council
Registered person unique reference number	RP526934
Date of previous inspection	8 October 2013
Telephone number	0161 778 0085

Higher Broughton Children's Centre was registered in 1999. It is situated in the Higher Broughton area of Salford. It is open from 8am to 6pm all year round, with the exception of bank holidays and the week between Christmas and New Year. The nursery supports children who have special educational needs and disabilities and also supports children who speak English as an additional language. The nursery provides funded early education for two-, three- and four-year-old children. There are 17 members of childcare staff. The manager has early years professional status and all other staff hold appropriate early years qualifications.

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