

Brocton Pre-School Playgroup

Brocton Village Hall, Old Acre Lane, Brocton, Stafford, ST17 0TW



Inspection date

16 June 2017

Previous inspection date

27 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 quality of teaching is good. Experienced staff use their knowledge and skills to support all aspects of children's development. They challenge children's thinking and understanding through skilful questioning and interaction during play.
- The manager and the committee have a strong commitment to providing a high-quality pre-school. Thorough systems for self-evaluation identify strengths and clear areas for improvements. They take into account the views of staff, parents, committee members and children.
- Children quickly form close relationships with their key person. Children who are new to the pre-school demonstrate that they are happy, confident and feel safe in their environment. Responsive staff place a strong emphasis on developing children's social and emotional well-being.
- Accurate observations and assessments are completed regularly. Staff have a clear understanding of children's next steps in development. They plan fun and challenging activities that build on children's prior learning. As a result, all children are making very good progress.

It is not yet outstanding because:

- The system for the monitoring of staff performance is not focused as sharply as possible on identifying ways to enhance the already good quality of teaching.
- At times, staff do not encourage children to be as independent as possible, particularly when managing their personal hygiene needs.

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 systems for monitoring staff performance to continue raising the quality of teaching to an even higher standard
- provide children with even more opportunities to develop their independence, particularly in managing their personal hygiene needs, in preparation for 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 pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the children's developmental records and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Lynsey Hurst

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. A comprehensive range of policies and procedures underpin practice and are reviewed regularly. Staff have very strong safeguarding knowledge and are clear about their role in protecting children from harm. Partnerships with the local schools are good and information about children's learning is shared at times of transition. The manager liaises with schools to better understand the skills that children need to ensure they are fully prepared for the move to a particular school. Tracking and monitoring of children's progress is used well to identify potential gaps in the learning opportunities available to all children. Systems for staff supervision ensure that staff have regular opportunities to discuss children's development and continuing progress.

Quality of teaching, learning and assessment is good

Partnerships with parents are good. In-depth information is gathered from parents on entry to the setting to support initial assessments. This helps staff to support children's learning from the start. Ongoing assessments are shared regularly with parents to ensure that they have an accurate understanding of their child's current level of achievement. Staff promote children's mathematical skills extremely well. For instance, during a weighing activity, staff challenge children to make predictions about which objects will be heavier or lighter. Children count independently and actively solve problems. For example, during registration times, the children count the number of children present in each key group. They sort by colour, recognise when colours do not match, and work together to determine how to rectify mistakes. Children are introduced to letters and the sounds they represent and can identify the initial sounds of their names.

Personal development, behaviour and welfare are good

Children are independent in their learning. They have access to a good range of resources that they use to extend their self-chosen play. Regular free-flow access to the outdoor learning environment ensures that those children who prefer to learn outside have plenty of opportunities to enhance their skills. This also helps to promote children's good health and physical well-being. Children are provided with healthy snacks and drinks and staff engage them in discussions about healthy choices.

Outcomes for children are good

Children make very good progress in their learning from their starting points, including those who attend the pre-school with a funded place. Children are enthusiastic, eager to learn and keen to explore and try new activities. They are developing the skills, knowledge and attitudes to learning that are needed in preparation for the move on to school. Children have good information technology skills and complete simple computer programmes independently. They are well behaved, have good manners and are clear about the expectations of the pre-school.

Setting details

Unique reference number	218103
Local authority	Staffordshire
Inspection number	1090017
Type of provision	Sessional 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	35
Number of children on roll	22
Name of registered person	Brocton Pre-School Playgroup Committee
Registered person unique reference number	RP520144
Date of previous inspection	27 February 2015
Telephone number	01785 661798

Brocton Pre-school Playgroup registered in 2001. The pre-school employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and two hold qualifications at level 4. The pre-school opens on Monday, Tuesday, Thursday and Friday during term time only. Sessions are from 9.30am to 12.30pm, with an optional lunch club on Tuesday and Thursday until 1pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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