

Broughton Under 5's Pre-School & Nursery

Broughton C of E School, Kepplewray, Broughton-in-Furness, Cumbria, LA20 6BJ



Inspection date

14 September 2017

Previous inspection date

17 January 2014

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 managers are committed to ensuring that children receive good quality care and education. The recently appointed committee have the range of skills and knowledge necessary to ensure that standards remain high.
- Staff are well qualified. They demonstrate very-good teaching skills. For example, they encourage children to think, solve problems for themselves; and assist children to research and find information out for themselves. Children make good progress in their learning and development.
- Children develop a positive sense of themselves and their behaviour is good. Staff are good role models and teach children to be polite and respectful. They provide lots of praise and encouragement, motivating children to play and learn.
- Partnerships with parents are strong. Parents are kept fully informed of how their children are progressing. Staff successfully work with them to continue learning at home. Parents are very complimentary about the service staff provide.

It is not yet outstanding because:

- Although there are systems to monitor the quality of teaching, evaluate staff practice and provide personal and professional assistance, these are not fully embedded to place a high focus on supporting staff, and improve their knowledge and skills even further.
- The current programme for professional development is not yet highly focused or targeted at raising the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- embed the procedures for evaluating the impact of staff practice, and provide more robust performance management opportunities, to support staff and improve their skills even more
- strengthen the programme of professional development to help raise the quality of teaching to a higher level.

Inspection activities

- The inspector had a tour of the premises and spoke with children and staff during the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector conducted a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and the chair of the committee. She looked at relevant documentation and discussed self-evaluation. She checked records of staff qualifications and the suitability of committee members and staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Janice Caryl

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good knowledge and understanding of the procedures to follow, to protect children from harm or abuse. Managers evaluate the environment regularly. They ensure all areas within the setting are safe and secure. Thorough risk assessments help to ensure that all potential hazards are minimised. Staff teach children to develop an understanding of how to take care of themselves, such as when crossing the road. The manager and staff monitor children's progress successfully. This helps to identify gaps in learning effectively, and enable any issues to be addressed swiftly. Staff have very-good relationships with the local school, successfully supporting children to move on to their next stage in learning.

Quality of teaching, learning and assessment is good

Staff successfully observe children at play. They use assessments of children's learning effectively, and plan relevant activities to meet their needs and interests. Older children are developing a good knowledge and understanding of how to link the sounds and rhythm that letters represent. Staff introduce new words and vocabulary, extending children's communication, language and literacy skills. Children show an interest in creating mixtures using a range of ingredients gathered from the herb garden. They use their imagination and creative skills, explaining that they are making their dinner. Staff ask thought-provoking questions and encourage children to use their senses. For example, they are encouraged to smell plants and listen to sounds in the environment.

Personal development, behaviour and welfare are good

Children develop a strong sense of belonging. They are greeted warmly by staff on arrival and made to feel valued and very welcome. Children are happy, self-motivated and confident. Younger children, just settling in, are given individual time and support. This helps them to form secure relationships with key staff and gain confidence. Staff successfully promote independence skills. For example, children competently use the bathroom, wash their hands, choose and prepare their own snack. Children learn about themselves and how their bodies work. Staff hold discussions about differences and similarities, teaching children about diversity. Children enjoy using the outdoor area and benefit from taking walks in the community.

Outcomes for children are good

Children make good progress in their learning and development, and additional funding is used effectively to support their development. Children are acquiring the skills needed in preparation for school. They are inquisitive, effectively learning from each other and adults. Children become engrossed in activities and persist when things get more difficult. Children take part in singing and dancing games enthusiastically. They extend their physical skills through activities, such as yoga. They develop good personal and social skills. Older children begin to recognise and write their own name. They demonstrate good early mathematical skills, such as counting backwards as well as forwards.

Setting details

Unique reference number	317485
Local authority	Cumbria
Inspection number	1087795
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	26
Number of children on roll	12
Name of registered person	Broughton Under 5's Committee
Registered person unique reference number	RP518436
Date of previous inspection	17 January 2014
Telephone number	01229 716 226

Broughton Under 5's Pre-School and Nursery registered in 1971. The nursery employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and two at level 2. The nursery opens Monday, Tuesday, Thursday and Friday from 8.45am until 3.30pm and Wednesday from 8.45 until 11.45am term time only. The nursery provides funded early education for two-, three- and four-year-old children.

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