

# Broadshires Pre-School

The Old School, Broadwell, Lechlade, Gloucestershire, GL7 3QS



<b>Inspection date</b>	19 March 2018
Previous inspection date	8 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 management team regularly seeks the views of parents, staff and the local authority adviser. It also has good links with the nearby school. This helps the management team to drive forward ongoing improvements, thereby, making sure that outcomes for all children are good.
- Staff support children's social and emotional development well. They enthusiastically use their daily interactions to build relationships, and develop children's understanding and use of language. This helps children to feel relaxed and safe, and to engage in new experiences.
- Staff help children to respect the differences in people well. For example, children explore Chinese New Year. They make a large dragon and perform a dragon dance, and then eat Chinese food with chopsticks.
- Staff provide a wealth of stimulating learning opportunities for children across all areas of their development. Children are engrossed in their play as they move freely between the indoors and outdoors. They play outdoors for extended periods throughout the day, even in the snow.

### It is not yet outstanding because:

- On occasions, staff do not consistently build on what children need to learn next to help them to achieve as much as possible in their learning.
- Not all staff are consistent at times in engaging children fully, particularly during the changeover of routines, to keep them more focused.

## What the setting needs to do to improve further

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

- build on what children need to learn next, to help them achieve as much as possible in their learning
- reflect on the day-to-day organisation of the pre-school, particularly to engage children more effectively during the changeover of routines.

### 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 evaluated staff's assessment of children's progress and how they plan for children's next steps in learning.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the pre-school.
- The inspector took account of the views of parents and children spoken to on the day, and from information included in the pre-school's own parents' survey.

### Inspector

Linda Yates

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge of the possible signs of abuse and neglect. They know what to do should they have a concern about a child in their care. The management team provides individual meetings with staff where they can discuss any concerns and review professional development opportunities, to help improve staff's knowledge and skills. The management team regularly checks individual and groups of children's progress across all areas of their learning. Any gaps in children's learning are identified and set as a focus. Parents are well informed about their child's achievements and about how they can support their child's learning at home. Teaching is effective and children make good progress.

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

Staff understand and use a wide range of effective teaching strategies. For example, they encourage the children to find their own name card when they arrive and to display it on the attendance board. Staff make sure that circle time provides children with regular opportunities to interact with others and to learn. During such activities, children take turns, listen, answer questions, talk about themselves or things that interest them, and increase their knowledge of numbers. Staff provide children with good opportunities to learn about nature. For example, they learn about the animals that use the outdoor play area as they follow their footprints in the snow. During such activities, staff show the children pictures of different animal footprints in a reference book and draw their attention to the short words. Staff encourage children to closely observe the ladybirds in the clear container with their magnifying glasses and to talk about their observations.

### Personal development, behaviour and welfare are good

Staff provide children with nutritious and well-balanced snacks. Parents value the staff and say that they are 'lovely, attentive and nurturing to children'. Staff provide children with good opportunities to experience physical challenge and manage risks for themselves. For example, children climb and balance on the large tractor tyres in the outdoor play area. Staff take children on walks to the local farm to observe the sheep in the field and the cows being milked. This, along with discussion, helps to consolidate children's learning. Staff have good strategies in place that promote children's positive behaviour.

### Outcomes for children are good

All children make good progress and develop the skills they need in readiness for school. They develop their skills in cutting with scissors as they cut small sticks, hay and dough, and mix these to make their own creations. Children confidently recall the stories they have shared with staff. They are beginning to remember the actions to the songs, and laugh as they join in with the staff. Children engage in imaginative play as they pretend to be the doctor in the role-play hospital area. They are self-assured, initiate conversations and show affection to others.

## Setting details

<b>Unique reference number</b>	134451
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1070272
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Broadshires Pre-School Committee
<b>Registered person unique reference number</b>	RP518030
<b>Date of previous inspection</b>	8 October 2014
<b>Telephone number</b>	01367 860729

Broadshires Pre-School registered in 1992 and is managed by a non-profit incorporated voluntary association. It employs six members of childcare staff. Of these, one holds qualified teacher status, another holds an appropriate early years qualifications at level 6 and four hold appropriate early years qualifications at level 3. The pre-school operates during term time only. Opening times are from 9am until 3pm on Monday to Thursday, and from 9am until 1pm on Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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