

Broad Town Pre-School

Broad Town School, Broad Town, Swindon, Wiltshire, SN4 7RE



Inspection date

18 April 2018

Previous inspection date

19 November 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 dedicated and experienced team demonstrates a genuine interest and passion for its work. Staff join in with children as they play and support children to develop positive attitudes to learning.
- Children are happy and settled. Staff create a friendly, welcoming environment which contributes to children's emotional well-being.
- Partnerships with parents are strong. Parents speak highly of the pre-school team and feel included in their child's learning and development. Staff keep parents updated regularly about their child's progress.
- The manager and staff monitor children's good progress effectively. They track the progress of individual and groups of children, to identify any gaps in learning quickly.
- Children's physical development is given high priority. For example, children smile and laugh with delight as they run freely in a grassed area and enjoy regular opportunities to explore and learn in a wooded area.

It is not yet outstanding because:

- Sometimes, staff do not organise activities well enough to make sure that quieter children can fully join in and be highly engaged in these valuable learning opportunities.
- Staff do not regularly share information with providers of other settings that children attend to fully promote continuity in their care and learning.

What the setting needs to do to improve further

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

- focus more closely on encouraging quieter children to be fully involved and highly engaged during activities
- develop partnerships with other professionals involved in children's learning further to improve outcomes for children more rapidly.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the manager. She looked at a sample of relevant documentation, including evidence of the suitability of staff, some policies and procedures and children's learning records.
- The inspector spoke to a number of parents and took account of their views.
- The inspector completed a joint observation with the manager.

Inspector

Kelly Sunderland

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager and staff have a good understanding of child protection issues and the procedures to follow if they have concerns about the welfare of any child. Thorough systems for evaluating the pre-school are in place and the manager identifies strengths and areas for improvement. For example, the pre-school staff have worked hard fundraising to buy new outdoor building blocks for children to enjoy. The manager provides the staff with regular support and continued opportunities for professional development. For instance, recent training has helped staff to support boys further in their learning and development.

Quality of teaching, learning and assessment is good

The experienced staff team has a good understanding of how children learn through play. Staff use their accurate observations and assessments of children's levels of development effectively, to plan the next steps in their learning. Staff sensitively join in with children's play and use skilful questioning to help extend their thinking and develop their own ideas. Staff develop children's mathematical knowledge well, for example, during planned sessions for children moving on to school. Older children confidently recognise numbers and find items to represent the numbers during an adult-led activity outdoors.

Personal development, behaviour and welfare are good

Children are confident and show high levels of independence. For example, they dress themselves, serve their own snacks and take care of their own personal needs. Staff are good role models and support children well to learn the rules and boundaries of the pre-school. For instance, they use positive strategies and gentle encouragement to help children to share and take turns. Children show their understanding of the rules during forest school activities, as they demonstrate they know how to walk and keep safe around the fire pit. Children develop close bonds with their friends and are developing good social and imaginative skills. For example, children work cooperatively together to use the outdoor building blocks as they build a bakery and sweet shop.

Outcomes for children are good

Children are motivated learners. They show curiosity and develop good communication and language skills. All children make good progress in their learning and development. Children gain the skills they need for future learning and moving on to school. They develop good literacy skills as they identify letters of the alphabet and know the sounds these represent, and are beginning to write their names. Children show interest in making marks and enjoy using notepads and pens outdoors to practise good early writing skills.

Setting details

Unique reference number	199449
Local authority	Wiltshire
Inspection number	1070401
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	2 - 4
Total number of places	20
Number of children on roll	38
Name of registered person	Broad Town Playgroup
Registered person unique reference number	RP520495
Date of previous inspection	19 November 2014
Telephone number	01793 731911 or 07796 896036

Broad Town Pre-School registered in 2001. It is located in Broad Town, Swindon. The pre-school opens Monday to Friday from 9am to 3pm during term time. There are seven staff employed to work with the children, five of whom hold appropriate qualifications at level 3. The pre-school receives funding to provide early education to children aged two, three and four years.

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