

Brant Broughton Pre School



Brant Broughton C of E, Mill Lane, Brant Broughton, Lincoln, LN5 0RP

Inspection date

25 April 2018

Previous inspection date

29 September 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

- Children arrive happy and settle quickly. Staff greet children by name and show them resources to engage their interests as soon as they arrive. Children are confident, motivated to learn and make good progress in their development.
- Staff know the children well. Through observations and assessments, they identify children's levels of learning and how they can help children to continually achieve.
- Staff work very well in partnership with parents. They share information about children's learning and offer them ideas and suggestions about how they can continue to support their children's learning at home. For example, parents say that staff help them with their children's speaking skills.
- Children demonstrate good social skills. They confidently interact well with other children and staff and demonstrate that they are emotionally secure.
- Staff work well with the host school. This helps them to prepare children well for their move on to school. Staff take children to the school for visits prior to starting and use the school outdoor facilities.
- Children have a strong sense of belonging in the pre-school. During mealtimes, children have their own place mats showing family members.

It is not yet outstanding because:

- Professional development support for staff does not always focus on raising the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- focus the professional development of staff on developing an expert knowledge of teaching and learning, so that children are supported to make the best possible progress.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff work well as a team. Supervisions and appraisal meetings help staff to reflect on their consistently good teaching. Safeguarding is effective. Staff know their responsibilities to keep children safe. Staff use a 'walking bus', where children hold onto a line of ribbons, to help children keep safe when walking in the street. The manager and staff involve parents in identifying and implementing improvements in the pre-school, such as raising funds. Recent changes to the garden provide children with more learning opportunities outdoors. Staff work well with other early years settings that children attend. They make sure they are working on the same learning and development needs for children to support consistency of approach. Parents say that their children are always happy to attend and that they feel part of the pre-school.

Quality of teaching, learning and assessment is good

Staff support children's mathematical skills well. As they pass children a carpet mat to sit on at circle time, they ask children the colour and shape of the mat. Children recognise different shapes. Staff support children's communication and language skills well. They use sign language to help children who have special educational needs and/or disabilities. Children enjoy investigating the range of good-quality resources offered. They predict what will happen when staff ask children questions about the colour of yolks in different coloured eggs. Staff provide opportunities for children to learn about whether an egg will float or sink.

Personal development, behaviour and welfare are good

Staff help children to learn about a healthy lifestyle. They offer children a good variety of snacks. Children help staff to grow strawberries and herbs in the garden, learning about growth and decay over time. Staff offer flexible settling-in sessions for children when they first start attending. Children demonstrate very positive relationships with staff and enjoy inviting them into their play. Children know the routine of the day. They start to tidy away toys ready for group times. Children behave well. Staff remind children to use their 'listening ears' when talking to them. Staff get children's attention before speaking to them, for example, they clap their hands, which children then copy. Children follow instructions and know what is expected of them. Parents say that staff encourage their children to be independent, in readiness for their future learning at school.

Outcomes for children are good

Children make good progress from their starting points in learning. They develop their social skills when they play well with the different ages of children who attend. They sing songs to help them remember children's names, learning about themselves as individuals and to develop relationships. Children thoroughly enjoy playing outdoors and use larger equipment to develop their physical skills. They enjoy listening to stories. Children join in with repeated phrases in a story, demonstrating their literacy skills.

Setting details

Unique reference number	253729
Local authority	Lincolnshire
Inspection number	1127683
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	18
Number of children on roll	20
Name of registered person	Brant Broughton Pre School Committee
Registered person unique reference number	RP911139
Date of previous inspection	29 September 2015
Telephone number	01400 279 061

Brant Broughton Pre School registered in 1974. The pre-school employs three members of childcare staff. Of these, two holds an appropriate early years qualification at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.15am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-olds.

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