

Brockton Pre School 1

Shipton Village Hall, Shipton, Much Wenlock, Shropshire TF13 6JZ



Inspection date	11 October 2018
Previous inspection date	23 May 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- The management team does not consistently ensure that Ofsted receives the required information about committee members. This does not enable Ofsted to carry out the necessary checks on the suitability of these individuals.
- A comprehensive induction procedure is in place. However, systems to ensure that staff continually keep up to date with changes to policies and procedures is not fully effective.
- Staff have not yet fully established partnerships with local schools that children move on to. This does not ensure staff are able to promote consistency of learning to help children in their transition to school.

It has the following strengths

- Children enthusiastically move to music and listen to instructions during their weekly dance session with an external dance teacher. This helps to promote their physical development and interest in music and sounds.
- Partnerships with parents are well-established. Parents receive daily diaries and attend termly progress review meetings to gain an awareness of their children's achievements.
- The manager effectively monitors the development made by all children. This information helps to analyse the impact of teaching on the progress made by different groups of children.
- Staff manage behaviour very well. They consistently communicate expectations and boundaries clearly to the children. Staff effectively use sand timers to help prepare children for changes in routine. This supports children to behave well.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that committee members follow the correct procedures to provide Ofsted with the necessary information to complete the relevant checks.	08/11/2018

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

- enhance the systems for sharing changes to policies and procedures to raise the quality of staff practice and support their professional development even further
- strengthen the relationship with other early years settings to help children in their eventual move on to school.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- The inspector sampled documents, ongoing staff suitability and children's files.

Inspector
Lesley Bott

Inspection findings

Effectiveness of leadership and management requires improvement

The management team has not ensured that Ofsted has received the relevant details to check the committee's suitability in a timely manner. However, this does not have a significant impact on children's wellbeing and safety because committee members do not have unsupervised access to children. A process is in place to ensure that staff are kept up to date with policies and procedures. However, the most recent policies and procedures are not currently available at the setting. Consequently, parents and carers are not given the most up to date information about how the setting operates. The arrangements for safeguarding are effective. Staff can readily identify signs and symptoms that children may be at risk of harm. Supervision arrangements are in place for all staff. The manager supports staff well and further discussion around professional development helps to increase their skills further.

Quality of teaching, learning and assessment is good

Staff are well qualified and experienced. They use their good teaching skills to observe and assess what children know and can do, to tailor learning experiences effectively. This helps to ensure they identify and swiftly close any gaps in children's learning. Children are motivated in their play and independently make choices and show interest as they confidently move around the large hall. Parents and children borrow books from the pre-school to read together at home. This helps to support children's interest in literacy. Children giggle and enjoy their 'silly soup' activity to develop their understanding of letters and sounds. Children actively choose to put the rhyming sounds into the bowl and mix it up to make their 'silly soup'. Staff effectively promote children's imagination and creative play. Children spend time in the role-play area, which is currently a vets, looking after and caring for the animals. They prepare pretend food and drinks for other children and staff from their cafe and take their dolls for walks in the pushchair.

Personal development, behaviour and welfare require improvement

The weaknesses identified in leadership and management do not fully promote children's welfare. However, staff are kind and welcoming. Children are excited to arrive at the setting and separate easily from their parents and carers. Staff offer children opportunities to be physically active, indoors and outdoors. For example, children enjoy playing on the bikes outside and spending time planting and tending their fruit and vegetables during the summer months. Children's independence skills are well promoted. Staff consistently enable children to carry out age-appropriate tasks independently. Children pour their own drinks and find a tissue to wipe their own nose.

Outcomes for children are good

All children make good progress in their learning and development. Children are confident and well prepared with the skills that they need to be ready for starting school. They are eager to learn and listen intently to follow instructions from staff. Children make good progress in mathematics. There is a wide range of resources available and staff reinforce mathematics throughout the day with challenging activities.

Setting details

Unique reference number	224052
Local authority	Shropshire
Inspection number	10065806
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	16
Number of children on roll	7
Name of registered person	Brockton Pre School Committee
Registered person unique reference number	RP905785
Date of previous inspection	23 May 2016
Telephone number	07817 134808

Brockton Pre School 1 registered in 1998. The pre-school employs a total of two members of childcare staff, both hold appropriate early years qualifications at level 3, and 5. The pre-school opens Mondays, Thursdays and Fridays, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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