

Broughton Pre School

Broughton Infant and Primary School, Broughton, Stockbridge,
Hampshire SO20 8AN



Inspection date	4 April 2019
Previous inspection date	11 February 2016

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Parents report that the manager and staff surpass their expectations in supporting children's individual needs. The manager listens respectfully to parents' concerns about their children and she responds promptly and sensitively. Where necessary, staff develop highly informative partnerships with other professionals, such as therapists, counsellors and doctors. Children flourish in their care.
- Staff share their exceptionally clear observations of children's achievements, interests and next stage of development with each other and with parents very effectively. They review the impact of their teaching together on a weekly basis and keep children's enthusiasm and curiosity for learning at exemplary levels. Children make excellent rates of progress in their learning.
- Children rapidly gain higher levels of confidence in their own abilities and staff support this in abundance. Children show this by taking greater responsibility for dressing appropriately for water play and knowing where to find dry clothing when they need it.
- Children are particularly well prepared for school. Staff work closely with Reception class teachers to share examples of best practice in order to promote children's development in literacy and mathematics. Children gain the foundation skills and self-confidence they need to settle into school quickly.
- Staff skilfully extend children's understanding of how to keep themselves safe. Children link triangles on laundry labels and road signs with warnings. Staff help children to design, plan and review their own signs using books and tablets. Children learn to scroll, expand and focus photographs they have taken in order to see signs clearly enough to sound out and copy written warnings.

What the setting needs to do to improve further

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

- make more of opportunities that children present in their play to explore the rich diversity of different cultures and the values that we share.

Inspection activities

- The inspector talked to parents at the beginning of the session to gather their views on the pre-school and their children's progress.
- The inspector observed the quality of teaching and the impact this has on children's learning and development, both inside and outside.
- The inspector listened to and talked with children as they played and reviewed how well staff monitor and extend children's achievements.
- The inspector sampled policies and spoke to staff to gauge their understanding of safeguarding arrangements and how they promote children's welfare.
- The inspector undertook a joint observation with the manager and asked how staff training has improved outcomes for children.
- The inspector looked at a range of documentation, including information on recruitment and suitability checks for staff and the committee. She discussed plans for further improvement with the manager.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of leadership and management is outstanding

The manager meticulously evaluates every area of pre-school practice. Her astute and targeted programme of professional development ensures that staff constantly improve their already excellent levels of care. For example, staff training specifically targeted at developing children's thinking has significantly raised the quality of teaching. The manager supports other pre-schools and works very closely with local schools. She makes superb use of these partnerships to check her accuracy in moderating assessments and monitoring children's progress. Safeguarding is effective. The manager tests and extends staff knowledge of child protection procedures with discussions based on recent case study reviews. Staff diligently implement a wide range of policies and procedures to help keep children safe, secure and healthy.

Quality of teaching, learning and assessment is outstanding

Teaching is consistently inspirational and extremely well targeted to children's individual stage of development. Staff are highly effective in accelerating the rate of children's progress. This is illustrated by the depth and breadth of children's vocabulary and the subjects they confidently discuss with staff during each day. For example, children reflect on similarities and differences between themselves and other people in their own community. They respect that older people may take longer to cross a road and soften their voices when talking to babies. However, staff do not consistently extend children's understanding of people and communities that are very different to their own. For example, with excellent prompts from staff, children talk through their drawings of waste disposal systems. They design, create and evaluate pretend 'electric plugs' for some of the models they make. Less evident are conversations that challenge children to think about people who live in different cultures, such as what happens when children do not have taps, toilets or electricity in their homes.

Personal development, behaviour and welfare are outstanding

Staff quickly establish responsive, accepting and reassuring relationships with the children. They create exciting play areas where children easily choose to follow their own interests and flourish as staff gently nurture them further. Staff share consistent rules for children's behaviour and safety, such as how to approach climbing equipment responsibly. Children understand why they must follow safety rules and quickly gain the confidence and the courage to use climbing walls. They are motivated to practise and persist, strengthening muscles and mastering greater control of their bodies.

Outcomes for children are outstanding

Children make excellent rates of progress. Those who arrive with speech delays receive well-targeted support, as frequently as they need it, to catch up with their age group in preparation for school. Children with delays in listening and attention enjoy plenty of opportunities to listen to and use rhythms, rhymes and songs. Older children learn to sound out words, fit letters together to form familiar short words and write their name on the story books they develop. Children observe carefully and wonder in awe at the world around them. They begin to take some responsibility for recycling and helpfully offer to set the table for lunch.

Setting details

Unique reference number	109890
Local authority	Hampshire
Inspection number	10063279
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	20
Number of children on roll	25
Name of registered person	Broughton Pre-School Committee
Registered person unique reference number	RP905203
Date of previous inspection	11 February 2016
Telephone number	07931914238

Broughton Pre School registered in 2000 and operates from a purpose-built lodge in the grounds of Broughton Village Primary School, Hampshire. The pre-school is run by a parent management committee. It is open from 8.45am each weekday during term time. Sessions operate until 3.30pm from Monday to Thursday and until 1pm on Friday when there is a demand. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. It employs four staff. Of these, two hold a qualification at level 4 and two level 3.

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