

Brockton Pre School 1

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



Inspection date	14 June 2019
Previous inspection date	11 October 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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 manager and committee have successfully addressed previous weaknesses to improve the quality of the provision. The manager reflects carefully and effectively identifies aspects of the nursery that she wants to develop further. For example, recently she has enhanced the arrangements for establishing children's starting points with their parents.
- Staff keep parents well informed about the progress their children make and how to support their learning at home. They involve them successfully in children's development and value their contributions to assessment, such as the two-year-old progress check.
- Staff know children's individual needs well and assess their progress accurately. They plan stimulating activities that reflect children's interests well. The manager carefully monitors the progress that individuals and groups of children make.
- All children make good progress and gain a secure foundation for their future learning. This includes children with special educational needs and/or disabilities (SEND). Children are well prepared for school.
- Staff provide children with many opportunities to gain good levels of independence and to develop their sense of responsibility. Children eagerly help with everyday tasks, such as preparing snack, washing up and sweeping up debris from the floor. They learn to manage their personal care routines well.
- Staff promote children's good health effectively. Children learn the importance of good hygiene routines, including looking after their teeth.
- The manager does not monitor the quality of teaching thoroughly enough to identify where some aspects of staff practice can be enhanced even further to raise the quality to the highest level.
- At times, staff do not fully extend the learning opportunities for older children to help them make the best possible progress.

What the setting needs to do to improve further

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

- monitor the quality of teaching more closely and identify how practice can be improved even further to achieve the highest level of learning experiences for all children
- increase the level of challenge provided to older children even further to help them make the best possible progress.

Inspection activities

- The inspector observed teaching practices and assessed the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector reviewed some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations of activities with the manager.

Inspector
Anne Clift

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of how to protect children and understand the procedures to follow if they have any concerns about a child's welfare. The provider ensures that all checks are made regarding the suitability of new committee members. The manager has implemented effective systems to ensure that staff continually keep up to date with changes to policies and procedures. All staff are clear about their roles and responsibilities. The manager provides staff with good support and ongoing professional development. Recent training has helped staff to extend their understanding of how they can support children with SEND. Staff work closely with other settings that children also attend to exchange information and provide continuity in children's care and learning.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how young children learn. They skilfully support children's communication development. Children express their ideas clearly and follow instructions well. Staff liaise with healthcare professionals to develop targeted plans to support children with SEND. This helps to swiftly close any gaps in children's development. Staff provide a good range of activities to help children practise their physical skills. Children concentrate as they use their fingers to rub butter and flour together to make breadcrumbs. They explore the effects of physical exertion as they join in energetic running games and carefully negotiate obstacles. Children enjoy opportunities to be adventurous and safely climb a stepladder to hammer the roof of a small shed.

Personal development, behaviour and welfare are good

Staff provide children with a stimulating learning environment both indoors and outdoors. This motivates children well to play, explore and make new discoveries. Staff are positive role models and manage children's behaviour well. Children have a clear understanding of the rules and what is expected from them. They learn useful strategies that help them to successfully manage any tensions that arise as they play with friends. Staff support children's emotional security skilfully and help them to prepare for changes. For example, children use visual timelines to identify what will be happening next in their daily routine.

Outcomes for children are good

Children progress well with their mathematical understanding and know that scales are used to weigh objects. They name shapes, talk about their properties and learn that the passing of time can be measured. Children gain good literacy skills. They enjoy practising their writing and learning about letters and their sounds. For example, they identify correctly that a group of objects all begin with the letter 's'. Children gain awareness of communities beyond their immediate experience and develop understanding of the world. For example, they eagerly observe the behaviour of the local wildlife and carefully use magnifying glasses to study the movement of snails.

Setting details

Unique reference number	224052
Local authority	Shropshire
Inspection number	10081922
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
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	11 October 2018
Telephone number	07817 134808

Brockton Pre School 1 registered in 1998 and is located in Much Wenlock, Shropshire. The pre-school employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday, Wednesday, Thursday and Friday, term time only. Sessions are from 9am until 3pm. The pre-school receives funding to provide free early education for three- and four-year-old children.

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