

# Inspection of Broomley Pre School

Broomley First School, Main Road, STOCKSFIELD, Northumberland NE43 7NN

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Inspection date:

28 February 2020

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## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is outstanding

Relationships with children are superb. Staff know children individually extremely well. They provide outstanding support for their learning and development. Children benefit from a broad range of exciting and highly stimulating activities and experiences. For example, they play at putting pictures of Humpty Dumpty back together with glue, tape, honey and jam. They make their own play dough and learn to say simple words in Spanish.

Children are exceptionally happy and settled. Familiar daily routines, and gentle reminders of what to expect next, help them to feel emotionally very secure. Behaviour is excellent. Children are encouraged to share and play cooperatively together. For instance, they use timers to help them learn how to be patient and take turns. Staff have especially high expectations for the children in their care. Support for children's increasing independence is consistently strong. Children choose independently from a wide variety of attractive toys and resources. Their learning is active and meaningful. Children investigate natural materials, such as wood and shells, using magnifying glasses at the exploration table. The pre-school's curriculum is ambitious and inclusive. The learning environment is thoughtfully planned and well-considered. Children enjoy innovative activities such as making papier mache. They delight in sharing stories with staff, with whom they have formed secure bonds.

## What does the early years setting do well and what does it need to do better?

- Staff are highly skilled and interventions in children's play are timely and sensitive. There is impressive support for children's developing communication and language skills. Staff provide clear instructions and extend children's vocabulary by introducing more complex words and concepts. For example, they emphasise the word 'estimate', when children try to guess how many of their peers are in the circle before counting them.
- Support for children's well-being is remarkable. Staff teach children mindfulness techniques as part of the daily routine. This helps them to feel calm and raises their self-awareness. Staff encourage children to explore and understand their feelings through displays and activities. They talk about emotions while they paint pictures of their faces. Children look at their expressions in mirrors and in photographs of themselves. Staff talk about feeling 'happy, sad, grumpy and surprised'.
- Excellent support for mathematics is skilfully woven through planned activities and everyday routines. One example of this is when children make towers out of cereal hoops that they count onto sticks of spaghetti. They talk excitedly about who has made the tallest. Staff cleverly paint numbers on model cars and on parking spaces in the toy garage, so children can match them as they play.

- There is outstanding support for children's physical development. Staff encourage children to dance and take part in action rhymes as part of their daily routine. This helps to increase their focus and concentration as they move on to the next activity. There are rich opportunities for children to strengthen their hand and arm muscles as they place pegs in boards and play threading games. Outside in the inviting, enclosed play area there are fun opportunities for children to develop their strength, balance and coordination. They climb and stretch using large play equipment. Children draw with chalks on the floor using large arm movements. This helps develop their muscles in preparation for early writing.
- Staff are very positive role models. They praise and encourage children's efforts and achievements. This helps raise their confidence and self-esteem. Children complete tasks, such as laying place names on the table for lunch. This supports them to understand the value of helping others. Meals and snacks are healthy and well balanced. Staff talk to children about the importance of keeping themselves healthy. They discuss with them how their hearts work and how important it is to look after their bodies.
- Partnerships with parents and other professionals are extremely strong. Parents speak very highly of the setting. Staff work closely with them to extend learning into the home. Staff work together extremely well as a team. They attend training and meet with the manager to help develop their knowledge and skills. The manager and staff reflect effectively on their practice and experiences for the children. They are passionate about the service they provide.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff know very well how to identify any concerns with children or staff, what procedures to follow and who to contact. They have a robust understanding of safeguarding. The manager and her staff team keep themselves up to date with procedures to keep children from harm. The nursery is very secure and there are rigorous policies and routines in place to support safe practice. Staff have a high level of awareness of everyday safety. For instance, they encourage children to tidy toys from the floor so that they do not trip and remind them not to run inside.

## Setting details

<b>Unique reference number</b>	301858
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	10117708
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	3 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Broomley Pre-School Committee
<b>Registered person unique reference number</b>	RP906600
<b>Telephone number</b>	01661 844477
<b>Date of previous inspection</b>	29 November 2013

## Information about this early years setting

Broomley Pre School registered in 1997. The pre-school is open Monday to Friday, from 9am to 3pm, term time only. There are six members of childcare staff. Two members of staff hold qualifications at level 5. Three staff are qualified at level 3 and one at level 2. The pre-school provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Julie Foers

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact on children's learning. The manager and inspector evaluated an activity together.
- The manager showed the inspector around the setting. They discussed how the setting organises and plans the curriculum and experiences for children.
- The inspector looked at a sample of the setting's documents. This included evidence about training and suitability of staff.
- The inspector held discussions with the manager. She spoke to a number of parents to gather their views about the setting.

We carried out this inspection 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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