

# Inspection of Broadlands Pre-School Centre

Broadlands Pre-school Centre, Moorend Grove, Cheltenham, Gloucestershire GL53 0EY

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Inspection date: 5 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children receive plenty of opportunity to explore the natural world at this setting. For example, 'Welly Walk Wednesday' provides children with time to discover and develop their understanding of their local environment. While walking through the adjacent park, staff remind children how to keep safe in the car park, reminding children to 'stay close to the fence', for example. Children find conkers, leaves, acorns, and feathers along the way. 'This feather belongs to a magpie, because it is black and white', remarks a child. 'This conker is as big as my eye', another comments. Children gather natural resources and create animals from what they have found. They comment that conkers make 'good noses' and 'this leaf is a big face.' Children are highly engaged and motivated to share what they see, know and hear on the walk.

During the day, children remind each other of the golden rules. For example, they explain that good listening and good looking are important. Children behave very well. Many of the children have recently started at the setting. Staff model high expectations, responding to children in a calm and friendly manner. Staff make sure they move to the child when speaking and responding to questions. This means that children learn to respond in a similar manner. They maintain eye contact and take turns in conversation.

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

- There is a strong focus on mathematics at this setting. Staff are skilful at weaving this into all activities. Children are very motivated to develop their knowledge and understanding in this area. For example, they measure everything with tape measures and with small blocks. They measure each other, staff and visitors, saying 'look, I am taller than you, but you are taller than her.'
- The manager is reflective and has made significant changes since joining the team. She observes children at play and responds quickly to their level of engagement. For example, she has identified that the children need more room to construct outside. Plans to adapt the space are already underway in response to their interest. Children's interests and development drive her practice.
- Parents communicate on how much children enjoy their time at the setting. Staff gather useful information from parents when children start. This informs their understanding of children's likes, dislikes and what they know and can do. This means children settle very quickly and staff form good relationships from the onset.
- Staff speak highly of the manager and her support. They feel valued and feel they work very well as a team. Staff generally receive regular feedback on their practice. However, not all staff know what they can improve upon. Feedback is not always explicit. Staff do not always know how they can raise the quality of

teaching to an even higher level.

- Children have good independence skills. They change into wet-weather clothes for walks in the park, putting on their own trousers, wellies, and coats. Children remember to wash their hands before eating. They open their own lunchboxes and packets and talk about food that is healthy and food that is not healthy.
- Children with special educational needs and/or disabilities (SEND) make good progress. Children receive additional support quickly should they need it. This means staff can sharply focus their teaching and close any gaps in learning.
- The manager and staff offer an ambitious, broad and balanced curriculum. Children make good progress in all areas and are curious and motivated to learn. However, a wider diversity in the books that are on offer could develop a greater love for early literacy. This area does not always reflect the high standards elsewhere. This means children do not often choose to use the book corner or look at books while at play.
- The setting provides opportunities for children to develop their understanding of the world around them. Parents share their special skill or hobby with children. For example, those who work for the emergency services come in and share how they help people in the community.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager has a comprehensive knowledge of how to keep children safe. She can share what steps she would take when given a range of scenarios. Staff are knowledgeable in this area. They know what to do, what to look for and when they should intervene to ensure children are kept safe. They care share what they know, about the 'Prevent' duty guidance, for example, and have learned to keep children safe. Staff know how to whistle-blow and who they should report any concerns or allegations to. Staff show a high regard to always promoting children's safety.

## **What does the setting need to do to improve?**

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

- strengthen the arrangements for staff supervision so that all staff know what they can do to raise the quality of teaching to the highest level
- enhance the book area further and provide a wider range of books and stories to inspire children and support their early literacy development.

## Setting details

<b>Unique reference number</b>	101632
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10234031
<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>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Broadlands Pre-School Centre
<b>Registered person unique reference number</b>	RP908904
<b>Telephone number</b>	01242 256 354
<b>Date of previous inspection</b>	11 October 2016

## Information about this early years setting

Broadlands Pre-School Centre opened in 1981 and registered in 1993. The pre-school is open each weekday, during school term times, and operates from 9am to 3.30pm. The pre-school receives funding for the provision of funded early education for children aged two-, three- and four-years old. A team of six staff work with the children. Of these, one holds qualified teacher status, two hold childcare qualifications to level 3, one holds a level 2 in early years and one is unqualified. The manager holds a level 5 in early years.

## Information about this inspection

### Inspector

Gwyneth Keen

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provision.
- The manager and inspector completed a learning walk together. The manager shared with the inspector what they want children to learn and how they will do this.
- The inspector and manager carried out a joint observation of a group activity outside.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to several parents and read letters of support during the inspection and took account of the views of parents.

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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