

Inspection of Broughton Gifford Preschool

Broughton Gifford Preschool, St Mary's School, The Street, Broughton Gifford,
Wiltshire SN12 8PR

Inspection date: 17 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 excitedly arrive and quickly settle. Staff greet them warmly. They become involved in their play, chatting with their friends. They choose from the wide range of well-planned and inviting resources available. Children, including those with special educational needs and/or disabilities (SEND), make good progress across the curriculum. Staff know the children well. They expertly offer challenge to extend children's learning while they play. For example, children are busy making play dough. A two-year-old child says that it is 'very dry and crumbly'. Staff ask what would make it more sticky and wet. Older children reply, 'water'. Staff suggest that they add some to see what happens. Children add water a little at a time. They are excited and fascinated as the dough sticks together.

Children feel very safe and secure. They are confident and express their needs well. Staff have established a supportive routine for the children. They teach the children consistent expectations for behaviour. For example, when two children run around inside, staff remind them to use 'walking feet' indoors. The children ask if they can go outside as they want to run about. Staff praise them and remind them to put their shoes and coats on. Children independently do this and enjoy exploring outside.

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

- Children very much enjoy sharing stories with staff. Staff skilfully ask questions to ensure that children understand the story. They help children to recall what they know. For example, when children are looking at a book about vehicles, staff remind them about the fire drill. Children recall that they hear a whistle and must leave the building calmly.
- Staff ensure that children develop a good understanding of mathematics. Children choose their own play to explore their ideas. Staff skilfully support them to learn during this play. For example, when children are exploring pasta in the role-play area, staff ask questions to help them to think about volume. Children copy their language. They discuss whether they have 'more' or 'less' than each other.
- Children develop a can-do attitude. They talk about volcanos as they add flour to a mound of play dough. Staff ask them what colours they might see in a volcano, and ask how they can create them. Children find different-coloured paint. They independently squeeze it onto the dough. They are thrilled with the effect. Afterwards, they help to clean up the table and floor. Staff praise and encourage them. Children are proud of their achievements.
- The manager and staff work very well together. The manager meets staff regularly to identify any training needs that they have. Staff want to develop their practice to ensure the best outcomes for children. However, the manager

has not yet developed systems to monitor and support staff in their day-to-day practice. For example, during circle time, staff do not use resources as effectively as possible to engage all children. The manager is aware of this and wants to introduce a mentoring system for the team to use. They would use this to reflect on and adapt their practice.

- Children explore the outdoors and learn about nature. They build dens, mix sand and mud, and cook food on a fire in the forest school area. Children plant and grow vegetables and learn about life cycles. However, children do not have many opportunities to learn about communities and the world beyond this. This means that they have little opportunity to understand the wider world.
- Staff have strong partnerships with parents. Parents trust the staff with their children's care. They are thrilled with the progress that their children make. Staff use various forms of communication to share children's progress. They effectively share next steps with children's parents.
- The manager works closely with outside agencies and the local school as she understands the importance of working with others to ensure the best outcomes for children. The manager helps children with SEND to make good progress. She liaises with local authority advisers and other agencies. This ensures that children with SEND have the right support and funding in place to succeed.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of how to safeguard children to keep them safe from harm. The manager and committee ensure that staff have regular training. This keeps their knowledge up to date. Staff know how to identify potential signs of harm to children. They know how to record and report any concerns to help protect the children. The manager and staff regularly risk assess all areas that the children access. They take swift action to remove any identified hazards, so that children remain safe. There are rigorous recruitment processes in place. These ensure that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- further enhance staff professional development to consistently lead to improvements in the teaching of the curriculum
- consider ways to further develop how children understand the wider world and other communities beyond their own.

Setting details

Unique reference number	EY485579
Local authority	Wiltshire
Inspection number	10264270
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	30
Name of registered person	Broughton Gifford Pre-School Committee
Registered person unique reference number	RP522413
Telephone number	01225 782 638
Date of previous inspection	9 June 2017

Information about this early years setting

Broughton Gifford Preschool registered in 2015 and is situated on the grounds of St. Mary's School in Broughton Gifford, Wiltshire. It opens from 9am to 3pm, Monday to Friday, during term time. The pre-school receives early years government funding for two-, three- and four-year-old children. There are seven staff. Of these, one holds a postgraduate certificate of education, one staff member has an appropriate early years qualification at level 5, one at level 4, and four at level 3.

Information about this inspection

Inspector

Sian Bath

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 provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and inspector carried out a joint observation during circle time.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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