

Inspection of Broughton Under Fives Association

Village Hall, Gate Lane, Broughton, Kettering, Northamptonshire NN14 1ND

Inspection date: 28 November 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children arrive happily at the pre-school. Staff smile as they greet them at the door and ask about their morning. Children play well together and cooperate when, for example, building towers. Staff teach children to count as they watch children carefully stack wooden blocks on top of each other. Children learn to play in larger groups as staff teach them how to play traditional playground games, such as 'What's the time Mr Wolf?' Children enjoy a range of mark making and creative activities as staff support them to use scissors to cut shapes and glue them onto paper.

Children confidently talk about subjects that interest them, such as tractors. They use their imagination to think about where a tractor may be going when they watch one drive by the pre-school. Staff remind children of the pre-school's golden rules, such as using kind hands, and provide them with positive praise when they follow the rules. Children generally behave well. When they encounter difficulties, such as sharing equipment, staff teach them how to do this with kindness. Staff help children to learn about sharing by, for example, counting out the paint sticks and helping children to split them equally.

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

- Leaders have developed an ambitious curriculum that is delivered to all children. They want all children to become independent and be confident enough to share their needs and views when they leave for school. Staff support children to become independent through the daily routine. Children cut up their own fruit for snack and wash their bowls and cutlery afterwards. However, at times, activities that staff prepare are too difficult for some children. As a result, children are not always able to fully participate in prepared activities.
- Staff provide a diverse range of activities which encourage children's physical development. In the outdoor area, staff support children to make large marks on the concrete with chalk. Children practise their balancing skills on a carefully crafted obstacle course. Staff help children to develop their small muscle skills with tweezers. They provide a range of different sized tweezers and encourage children to extract small pieces of dried spaghetti from play dough.
- Staff ensure that communication and language is a constant focus at the pre-school. They speak clearly and use age-appropriate vocabulary. Staff give children sufficient time to process questions and patiently wait for children to reply. Staff support children to learn new vocabulary as they complete an animal puzzle depicting an eagle. Children use prior knowledge to explain it is similar to other birds they have seen before.
- The special educational needs coordinator (SENCo) and staff who provide individual support for children are knowledgeable. They provide thoughtfully

tailored activities and adapted resources to ensure they are inclusive of all children who have special educational needs and/or disabilities (SEND). The special educational needs coordinator (SENCo) provides timely interventions and care plans for children who need additional support.

- Leaders and staff work closely with external agencies. They frequently welcome visitors to the setting including occupational and physical therapists, speech and language therapists, and portage workers. They take any advice on board and adapt this into children's care plans. Leaders also work with the local primary school and attend events together. They liaise closely with early years teachers to ensure a seamless transition when children leave the pre-school.
- Parents say that staff are brilliant and communicate clearly with them. They say that their children make excellent progress from their time at pre-school. Parents of children with SEND particularly praise the setting for its inclusivity and say staff go 'above and beyond' to support their children and further their development.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand how to keep children safe. They know what signs may indicate a child is at risk of harm or abuse. Staff are knowledgeable about local safeguarding concerns. They can explain indicators of county lines and radicalisation and the impact this may have on children. Leaders and staff know what to do in the event an allegation is made against a member of staff. They have clear reporting procedures. Leaders provide regular safeguarding training for all members of staff. Leaders have robust procedures to ensure all staff and committee members receive thorough suitability checks before joining the pre-school.

What does the setting need to do to improve?

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

- provide more differentiation during activities to build on the learning for children at different ages and stages

Setting details

Unique reference number	220031
Local authority	North Northamptonshire
Inspection number	10308047
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	32
Number of children on roll	29
Name of registered person	Broughton Under Fives Association Committee
Registered person unique reference number	RP522236
Telephone number	07939 985071
Date of previous inspection	7 March 2018

Information about this early years setting

Broughton Under Fives Association registered in 1995 and is managed by a committee. The pre-school employs five members of childcare staff of which four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time from 8.30am until 3pm. The pre-school provides funded early education for two-, three-, and four-year-old children.

Information about this inspection

Inspector

Rachel Barsby-Robinson

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 inspector viewed the pre-school and discussed the safety and suitability of the premises.
- The manager and nominated individual joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the pre-school with the inspector.

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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