

Broughton Pre-School

Inspection report for early years provision

Unique reference number 109890
Inspection date 06/05/2011
Inspector Michael Bartleman

Setting address Broughton Infant and Primary School, Broughton,
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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Broughton Pre-School was registered in 2000 and operates from a purpose built 'Homelodge' building in the grounds of Broughton Village Primary School, Hampshire. A maximum of 20 children may attend the setting at any one time. The setting is open Monday, Tuesday, Wednesday and Thursday from 9am to 3pm, and on Friday from 9am until 1pm during term time. All children have access to a secure enclosed outdoor play area.

There are currently 27 children aged from two to under five years on roll. Of these, 21 children receive funding for early education. Children primarily come from the local area. The setting currently supports children with learning difficulties and/or disabilities and is able to support children who speak English as an additional language.

There are four staff employed to work with the children. Three hold early years qualifications to National Vocational Qualification level 4 and one has level 2 but is working towards level 3. The pre-school is registered by Ofsted on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children make good progress in their learning and development. They strongly benefit from the warm relationships with the committed staff team. Children have a safe and secure environment in which to play and their welfare is successfully promoted. There is a clear commitment to the continuous improvement of the provision that leads to improved outcomes for children and towards the involvement of parents in their children's learning. However leaders and managers are unable to confirm that staff have been suitably vetted which is a breach of a specific legal requirement. This compromises children's safety and well-being.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- keep records to demonstrate that adults having unsupervised access to children are suitable to do so, including the unique reference number of Criminal Record Bureau Disclosures and the date on which they were obtained (Suitability of adults) 01/06/2011

To improve the early years provision the registered person should:

- involve parents formally in the child's learning journey
- develop more opportunities to help children gain an awareness of the cultures and beliefs of others and promote diversity further within the setting.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding children are inadequate. Staff have a clear understanding of their responsibilities in regard to the safeguarding of children. Management state that staff are routinely checked to ensure that they are suitable to work with young children. However, there were no records to confirm this. This is a breach of a specific legal requirement and puts children at risk. The provider carries out a clear assessment of risk to children and potential hazards are successfully minimised. For example, the setting is secure and access to the premises is closely monitored. Staff implement the agreed policies and procedures to ensure the smooth running of the setting.

A strength of the setting is the well-established relationships between children and staff and parents and carers. A key worker system is in place ensuring there are good levels of communication so that information is well shared and used effectively to develop children's learning based on what is of interest to children and their next steps. However, parents and carers do not yet have sufficient opportunities to formally contribute to their child's learning. Information about children's progress is regularly shared through the use of the 'learning journeys' during termly open days. Parents have their views canvassed regularly and acted upon through the use of questionnaires. Staff regularly review their practice, systems for self-evaluation are inclusive and involve partners such as other settings and the local school. As a result, there are clear action plans in place that successfully bring about improvements for children. All recommendations from the last inspection have been carried out.

Resources are excellent, fit for purpose and used extremely well to achieve the planned goals in learning and development. The staff team work hard to ensure a consistently welcoming, stimulating and child-friendly environment. They are focused on helping children to achieve and to make good progress. Adults actively promote equality. Children with special educational needs and/or disabilities are well supported through links with other agencies, especially developing speech and language. Staff take every opportunity to ensure children of all backgrounds and abilities are fully supported and engaged so they are able to take a full advantage of all the setting has to offer.

Children's communication, language and literacy is supported well by the effective use of a wide selection of books which children access easily. Staff use books well to reinforce learning and to promote children's interests. An environment which is rich in print helps children learn that print carries meaning.

The quality and standards of the early years provision and outcomes for children

Children strongly benefit from the welcoming and stimulating learning environment. They thoroughly enjoy the activities and play opportunities on offer because the staff know children well and the activities are based on children's interests and match their abilities. The staff team have a secure knowledge of the Early Years Foundation Stage. The overall system for the observation, assessment and planning for children's progress is good. Key persons know their children well and good communication between all staff allows all to focus on a child's next step in learning, ensuring good progress. A learning profile for each child is used to make regular and detailed observations of what children do and to identify their next steps in development.

The staff team are skilled at promoting positive attitudes to learning. Children show good levels of curiosity, independence, imagination and concentration. Small group sessions are used very well to incorporate early reading skills and the recognition of numbers, for example, children matching numbers to objects during games. These practical and meaningful experiences help support children's learning well. They have good opportunities to mark make both indoors and outside. For example, children thoroughly enjoy using chalk boards to record and painting water onto floors with brushes. They learn to share resources and happily explore at their own pace, such as when they experiment with the effect of floating their recently made boats on water.

High quality questioning by staff adds pace to learning and develops understanding well. Children's problem-solving, reasoning and numeracy is building well. They seek patterns, make connections and recognise relationships through finding out about and working with numbers, counting, sorting and matching. Children learn about early calculation as they participate in singing number rhymes and playing games. Children have opportunities to experience measuring and capacity and to consider concepts such as floating and sinking. They enjoy a wide range of experiences to express their creativity and imagination through experiencing a variety of arts and crafts materials. Children explore the textures, concentrate on the effect they achieve and share resources. Children set themselves physical challenges such as when they climb on top of the tunnel or hop from log to log stepping stone. They show great delight as they practise pedalling, steering and stopping skills when using the sit-on tricycles and tractors. Children also have good opportunities to be active indoors. Children spontaneously become energetic and excitedly dance together to the music. Everyday technology is made freely available and the majority of children show an interest. Children are made to feel welcome and have a strong sense of belonging. This is shown through their good relationships with the staff and with each other. Children are happy, relaxed and settle easily. Children are valued and all are able to strongly contribute, however staff do not sufficiently help children to appreciate each other's difference and aspects of cultural diversity.

Children's behaviour is exemplary. They are extremely aware of safety issues. They keep each other safe, such as when climbing through the tunnel in a game of hide

and seek because they have been taught to carry out risk assessments for themselves. The pre-school is well organised and free from hazards. Children are very well supported to develop independence and to learn about healthy life styles. For example, they show excellent understanding of the need to follow good hygiene routines and to make healthy choices at snack times. They learn how to put on their shoes when they choose to go outside.

Children are able to independently access resources from the wide range available. Some specific activities are adult-led and focused on a particular skill or the child's next step in learning so that children's individual needs are well met. Children are encouraged to think and to explore. The staff make sensitive use of language, prompt children to make choices and staff use open-ended questions to support them. As a result, children make good progress in their communication and literacy skills. They have a good understanding of the wider world and are well equipped with the skills they need in order to secure future learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 4 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 4 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 4 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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