

# Broughton Pre-School

Inspection report for early years provision

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**Inspection date** 10/01/2012  
**Inspector** Jacqueline Munden

**Setting address** Broughton Infant and Primary School, Broughton,  
Stockbridge, Hampshire, SO20 8AN

**Telephone number** 01794 301286

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**Type of setting** Childcare - Non-Domestic

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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 'Conker Lodge' building in the grounds of Broughton Village Primary School, Hampshire. It is run by a parent management committee. The pre-school is registered on the Early Years Register. A maximum of 20 children may attend the setting at any one time. The pre-school is open during term time on Monday, Tuesday, Wednesday and Thursday from 8.45am to 3.15pm. On Friday the session runs from 8.45am until 1pm. Children attend a variety of sessions. All children have access to a secure enclosed outdoor play area. The pre-school has a pet rabbit.

There are currently 30 children aged from two to under five years on roll. The pre-school receives funding for early education for children aged three and four years. 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; one has level 2 and is working towards level 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The outstanding leadership and the enthusiastic, well qualified team of staff are significant in the success of this setting. Regular and rigorous, self-evaluation ensures that priorities for development are identified and acted on, resulting in continuous improvements for children. Highly comprehensive records, policies and procedures are in place to fully promote children's health, safety and welfare. An exceptionally high emphasis is placed on ensuring all children are included and in meeting their individual needs. Overall, this results in them all making immense progress in relation to their starting points, in most areas of learning. This is enabled through the very strong relationships forged with parents and others involved in children's care and learning.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending the range of resources available in the role play area to include a variety of familiar resources reflecting every day life to further support children's imaginative play.

## **The effectiveness of leadership and management of the early years provision**

The supervisor and staff work cohesively to provide an extremely welcoming and inclusive environment for children and their families. Parents play a key role in the management committee, which has a significant impact on the effective running of the setting. All staff and parents are involved in regularly evaluating their provision and identifying ways in which to improve it. The pre-school welcomes feedback from other agencies to help them and staff share their skills with other settings. This demonstrates a clear vision for the future and a strong commitment to driving improvement. Staff continuously improve their professional skills through training and use their newly found knowledge to help children learn. For example, one member of staff has recently attended training in promoting maths outdoors. From this, new activities have been introduced. For instance, pebbles labelled one to three that children use to count; they sort them into number groups as they learn to recognise the numbers. This has an extremely positive impact on children's health, learning and enjoyment. Staff are deployed extremely well and work very efficiently around the setting, which means that all children are effectively supported and supervised at all times. Children are very well protected. Robust employment and ongoing appraisal procedures ensure staff and volunteers are suitable to work with children. Staff have an excellent understanding of child protection through attending training and the setting's safeguarding procedure. Risk assessments are used extremely effectively to provide a safe and secure environment in the setting and for outings. The highly comprehensive range of policies and procedures underpin the settings exceptional practice. Meticulous records are maintained to ensure each child's health and welfare are fully promoted, and to track and plan for their learning and development.

Partnerships with parents and others involved in children's care are exceptional and a particular strength of the pre-school. Extremely effective measures are taken to involve parents fully in their child's learning. For example, a key person is allotted as children start at the setting and parents meet with them frequently to discuss their child's needs, interests and progress. Parents regularly view and contribute to their child's learning in the development journal and help to plan for their child's progress. Parents report they are extremely happy with the high level of care their children receive and the excellent progress they make. They feel the recently introduced 'wow' cards allow their child's achievements at home to be shared and celebrated with the staff and other children. This helps to increase the children's self-esteem and develop an even stronger sense of belonging in their pre-school. Parents enjoy the social events that help all members of the children's families to become involved in the setting. When children also attend other settings that provide the Early Years Foundation Stage, their learning and development is fully complimented through highly effective liaison. Equality and diversity are promoted exceptionally well through the staff's positive attitude to respecting and valuing all people. Resources and books reflect those from different cultural backgrounds and with disabilities. Specifically trained staff successfully identify and support children with special educational needs and/or disabilities. They work very closely with parents and other professionals to enable every child's

needs to be met effectively. As a result, all children are valued and included.

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

Children are extremely happy at the setting where they are all fully supported and actively encouraged to achieve and enjoy. They excitedly report 'you can do anything you like at playschool'. Children engage in an exceptionally wide range of interesting activities that promote all areas of learning, both in and outdoors, extremely well. Staff make a vast range of resources readily accessible that enable all children to take part. For example, easy grip mark making equipment and puzzles of varying levels of difficulty meet children's different development levels. The role play area is well resourced with clothes and dolls that help children develop a good awareness of all people in society; although, there are few familiar resources reflecting every day life to support children's imaginative play. Adult-led activities are thoughtfully planned to promote certain aspects of the early learning goals and to support children with additional needs. These include planting flowers and vegetables in the garden. Children measure how high the sunflowers grow. They learn to care for the tomatoes plants, watering them and picking the produce to eat at snack time. Children willingly join small group sessions that are used effectively to focus on an area of learning, such as, counting and sorting objects.

The main focus of play and investigation is successfully encouraged through child initiated activities. Staff are extremely knowledgeable about how children learn and promote all aspects of their learning extremely well. This results in very confident children who experiment and use their imagination well. For example, children show confidence and determination as they search through the recyclable materials to find a particular object to use in their role play. They show great excitement and pleasure at finding an egg box, holding it up to their eyes and finding they can see through two holes in it. They immediately rush outdoors where they investigate how far they can see through it. Children make significant progress in all areas of their learning in relation to their starting points. Children with additional needs are fully included as the room is adapted to allow children to use specific equipment, such as, a standing frame. Staff skilfully step in to support children that need help to consolidate their learning. For example, by reminding children to blow and not suck when using a straw for bubble painting.

Children develop excellent skills for the future. They concentrate intently, manipulating the controls for the remote control toys to make them move backwards and forwards. They confidently use a broad range of programmes on the computer. High emphasis is placed on developing language and communication skills in the group. Staff interact purposefully with children, encouraging discussion at all times. This is evident at lunchtime when children enthusiastically engage in conversation with each other and staff. Children enjoy looking at books and talk about what they see. Their interest in books is exceptionally well fostered through the home book-lending scheme. A group of children are involved in making their own book to help them learn the structure of a story and that words have meaning. This shows that staff accurately recognise

the development levels and interests of children and encourage activities and learning experiences to meet them. Children show a great confidence in making marks, with many of them competently writing their own names. Staff skilfully provide a varied range of equipment, such as, clipboards and chalk that can be used outdoors to encourage all groups of children to develop mark making skills.

Children make a hugely positive contribution to life in the setting, which helps them develop an extremely strong sense of belonging and independence. For example, they are fully involved in choosing what to play with and when to eat their snack. Children feel valued as their artwork is displayed for everyone to enjoy. Children behave exceptionally well, learning to care and respect others as they take turns with toys, and being polite. Healthy lifestyles are promoted exceptionally well in the group. For example, children take part in cooking activities, such as making vegetable pizzas, to help them learn what is good for them to eat. They are fully aware of the need for hygiene routines, such as, washing their hands after handling the rabbit. Children relish having free access to the exciting outdoor area in all weathers, which has a significant impact on children's good health and learning. They show great physical skills and control of their bodies as they climb and balance on the challenging equipment. Children are encouraged to assess hazards to keep themselves safe. For example, they talked about the risks involved in climbing trees and decided they need to be wearing appropriate shoes and that an adult must always be present before they do so. Children equally understand the need to follow rules to keep safe as they take part in fire drills.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

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

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

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

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