

Broughton Pre-School

Broughton Infant and Primary School, Broughton, Stockbridge, Hampshire, SO20 8AN



Inspection date

11 February 2016

Previous inspection date

10 January 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff are eager to nurture children's growing language skills. For example, during timetabled small group activities, they use props to support children's learning well.
- Staff form warm, caring relationships with children in the setting. Children feel secure in their care and happy to explore the environment.
- Parents are positively encouraged to monitor their children's progress, for example, by using the online tracking system. They are also encouraged to observe their children's learning at home and to add to the shared system.
- Staff consistently manage children's behaviour well and they help children to support their friends and resolve their own conflicts. Children wait patiently to use resources and are kind to their friends.
- Children develop good independence skills and staff encourage them to carry out everyday tasks for themselves.

It is not yet outstanding because:

- Management does not always observe or monitor staff to strengthen their skills and awareness to further support all children's learning.
- Staff do not always provide activities to fully challenge and extend learning for the most able children.

What the setting needs to do to improve further

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

- strengthen monitoring further to ensure that staff have a greater awareness of how to engage all children in their play
- provide more challenging and stimulating activities for the most able children.

Inspection activities

- The inspector carried out a joint inspection with the manager.
- The inspector spoke to a number of parents to gauge their views.
- The inspector observed children's play in all areas of the pre-school.
- The inspector accessed the pre-school's online progress system to monitor how staff use it to record progress.

Inspector

Julie Bruce

Inspection findings

Effectiveness of the leadership and management is good

The pre-school committee and management have effective policies and procedures in place to support the smooth running of the pre-school. Safeguarding is effective. Staff are all trained to respond to any incidents that occur in the setting. Staff are well qualified and experienced and attend training to improve their skills. For example, the manager has recently attended a course to evaluate how the pre-school environment can be changed to support young children's development. The manager ensures that a good relationship is maintained with staff at the adjoining primary school. The pre-school works successfully with the school to support children starting school. Overall, the manager supports staff well, for example, she carries out regular meetings with them to highlight training needs.

Quality of teaching, learning and assessment is good

Processes for assessing children's learning in the setting are good and parents are encouraged by staff to be fully engaged in their children's development. For example, parents use the 'wow' card system to celebrate children's special moments at home. Staff are particularly good at supporting children's personal, social and emotional development; children are very happy to attend sessions. Staff promote children's language needs well. For example, some children take part in a regular group to nurture their language development. Staff also strengthen children's language skills effectively, for example, by listening carefully and repeating words that children struggle with.

Personal development, behaviour and welfare are good

The key-person system is strong. Children are secure in their attachments, which helps to give them confidence. For example, staff often receive compliments about the children's confidence, particularly when they move to school. Parents speak highly of staff, and appreciate the 'open door' policy to discuss any issues they may have. For example, parents explain how staff supported them effectively when they were toilet training their children. Staff encourage children to carry out everyday tasks and manage risks. For example, under supervision children safely use knives to cut the fruit that they bring to school in their snack boxes. Children have good access to the outside area for most of the day and in all weathers. This helps to promote their physical skills and enables them to lead their play.

Outcomes for children are good

Children make good progress, particularly in terms of personal confidence. Children thoroughly enjoy acting out role play scenarios and staff make sure that they have good quality resources that reflect activities that happen in real life. For example, children use stethoscopes to check other children's heartbeats.

Setting details

Unique reference number	109890
Local authority	Hampshire
Inspection number	824911
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	26
Name of provider	Broughton Playgroup Committee
Date of previous inspection	10 January 2012
Telephone number	07931914238

Broughton Pre-School registered in 2000 and operates from a purpose-built lodge in the grounds of Broughton Village Primary School, Hampshire. The pre-school is run by a parent management committee. The pre-school is open during term time on Monday, Tuesday, Wednesday and Thursday from 8.45am to 3.30pm. On Friday the session runs from 8.45am to 1pm. Children attend a variety of sessions. The pre-school receives local authority funding for early education for children aged two to four years. There are four staff employed to work with the children; three members of staff hold a level 4 qualification and one member of staff holds a level 3 qualification.

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