

Brockworth Pre-School

Moorfield Road, Brockworth, Gloucester, Gloucestershire, GL3 4JL



Inspection date

7 December 2016

Previous inspection date

1 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children make good progress. Staff use their ongoing observations effectively to assess and monitor their progress. They quickly identify and address gaps in children's learning. Staff have a good understanding of what children need to learn next. They use this information to organise indoor and outdoor areas which support their learning.
- Staff work in close partnership with parents to encourage their children's learning at pre-school and home. Parents feel well informed about their children's learning.
- Staff are vigilant about safety. They help children learn about keeping healthy through daily routines. They teach them about staying safe and managing risk. For example, they ask questions and use explanations to help children understand what they need to think about to be safe; they remind them to consider other children by checking others who might be playing nearby.
- Managers understand their responsibilities well. They have a strong desire for ongoing improvement that benefits the children. For example, they identified the need for younger children to have some group times separate to the older children. They have in place a programme for extending outdoor learning opportunities and are refining systems to check and monitor children's progress.

It is not yet outstanding because:

- Staff do not consistently make effective use of opportunities to help most-able children extend their counting skills.

What the setting needs to do to improve further

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

- develop effective opportunities to extend most-able children's counting skills.

Inspection activities

- The inspector observed and spoke with children and staff.
- The inspector spoke with parents.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the manager and the chair of the management committee.
- The inspector carried out a scrutiny of some documents such as children's records and staff training files.

Inspector

Catherine Clarke

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff have a good understanding about procedures to keep children safe from harm. They attend relevant training, such as paediatric first aid, to keep their knowledge and skills current. Managers actively support staff to attend training which, alongside supervision arrangements, has a positive impact on the quality of teaching, such as to support children's emotional development.

Quality of teaching, learning and assessment is good

Weekly evaluations of play and learning are used well to typically provide stimulating learning opportunities. The quality of teaching is consistently strong. Staff have a secure understanding of the skills children need to be ready to start school. They work closely with parents and, where relevant, other professionals to put in place focused plans to achieve this. Staff organise the room and outdoor areas well to provide enjoyable learning opportunities. These enable children to develop different play ideas and challenges, such as finding ways to move large tyres. Staff develop children's thinking and learning skilfully. For example, they listen to and talk with younger children as they explore and learn to use the different garden tools. Staff use whole group activities well to teach children. For example, staff read children well-chosen stories to develop their early reading skills, showing them how books can be read and asking them to predict what happens next and to join in with phrases and words.

Personal development, behaviour and welfare are good

Children feel safe and secure. Staff have a strong understanding of children's personal, social and emotional development. They form strong and supportive relationships with children. They are responsive to children's needs and are positive role models for children. Staff listen to and respect children's views, building their self-esteem and encouraging their independence. Children make choices about their play and confidently find the resources they need. They learn about making friends and manage their behaviour as they play alongside each other, supported well by staff to learn about sharing and to consider others' feelings. Staff develop children's understanding of differences and respect for others well.

Outcomes for children are good

Children, including those who have special educational needs or disability, make good progress in nearly all areas of their learning, given their starting points. Children develop confidence in their communication and language skills, including those who are learning English as an additional language. In group times, children listen attentively and join in with stories, songs and rhymes. They develop good levels of independence through staff encouragement. Children are active learners who are well prepared for school.

Setting details

Unique reference number	101448
Local authority	Gloucestershire
Inspection number	1061124
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	18
Number of children on roll	23
Name of registered person	Brockworth Pre-School Committee
Registered person unique reference number	RP519920
Date of previous inspection	1 March 2013
Telephone number	01452 862 809

Brockworth Pre-School is committee run and is located on the outskirts of Gloucester. It opened in 1972 and registered in 2001. The pre-school provides funded early education for children aged two, three and four years. The pre-school supports children who have special educational needs or disability and children who are learning English as an additional language. It opens Monday to Thursday from 8.50am to 3.05pm and on Friday from 8.50am to 11.50am, term time only. There are four staff, of whom three have relevant qualifications at level 3.

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