

# Branston Pre-School Centre



The Village Hall, Clays Lane, Branston, BURTON-ON-TRENT, Staffordshire, DE14 3HS

<b>Inspection date</b>	10 July 2017
Previous inspection date	5 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 thrive in this friendly, well-organised and stimulating setting. They are able to choose from a wide variety of activities indoors and outdoors.
- Parent partnership is extremely good. Parents are eager to support children's learning at home and share their children's success with the setting. They are actively involved and regularly attend events, such as play-and-stay sessions.
- Self-evaluation reflects the views of staff, parents, children and committee members. There is continuous improvement of the setting which has a positive impact on children's learning and development. For example, since the last inspection the outdoor area has been greatly improved.
- Staff gather comprehensive observations of children and use these to identify their next steps in learning and plan appropriate activities.
- The manager regularly monitors children's progress. She identifies any gaps in the progress of individual or groups of children. Targeted support is provided to these children to help close any gaps in their learning and development.
- Staff are caring, patient and know their children well. They offer praise and encouragement throughout the session. This helps to raise children's self-esteem.

### It is not yet outstanding because:

- Staff do not always provide children with enough opportunities to be freely creative, explore, investigate and solve any problems they encounter.

## What the setting needs to do to improve further

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

- provide more opportunities for children to be creative, explore, investigate and problem solve to extend their learning further and enable them to apply their knowledge and skills independently.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to parents and took account of their views.

### Inspector

Dawn Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is dedicated and seeks to provide the best possible care and education for all children attending the setting. She works well with her committed and enthusiastic staff and supportive committee members. The manager provides regular staff supervisions during which any training needs are identified and acted upon. Regular meetings, such as with the local school provides opportunities to further develop staff knowledge and skills. Safeguarding is effective. The manager and staff demonstrate a good understanding of the local safeguarding procedures. They know the procedure to follow should they have any concerns about the welfare of a child in their care. Staff work well with other professionals to ensure the individual needs of children are met.

### Quality of teaching, learning and assessment is good

Children confidently choose activities of interest to them, such as large construction or small-world toys. Staff join in with children as they play, sitting at the children's level and offering support or extending their learning. Children enjoy exploring in the role play area and acting out scenarios, such as preparing for their move on to school. For example, they make believe they are school pupils going into the dining hall for their lunch. They learn to select what they would like to eat and practise carefully carrying the school dinner trays. Children enjoy physical activity outdoors, such as riding wheeled toys or playing in the sand tray. Outings in the local area, such as the water park or zoo provides further learning experiences.

### Personal development, behaviour and welfare are good

Staff know children extremely well. They gather detailed information about individual children from the start. For example, staff carry out home visits to find out about children's individual interests and what they know and can do before they start. There are excellent links with the local school and transition arrangements are highly effective. Children's behaviour is very good. They explain some of the rules of the setting and the consequences if not followed. For example, children talk about tripping up if toys are not picked up off the ground. Children quickly become competent in managing their own personal needs, such as washing their hands before having their snack.

### Outcomes for children are good

All children make good progress from their starting points. Older children demonstrate good levels of concentration. They listen carefully and take it in turn to speak, such as during large group activities. Children develop skills in early literacy. For example, they are beginning to learn to link sounds and letters, with some children being able to read short words. Children interact well together and talk with enthusiasm about their move on to school.

## Setting details

<b>Unique reference number</b>	218101
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1090016
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Branston Pre-School Centre Committee
<b>Registered person unique reference number</b>	RP909888
<b>Date of previous inspection</b>	5 June 2015
<b>Telephone number</b>	07702496324

Branston Pre-School Centre registered in 1992 in Branston, Burton on Trent, Staffordshire. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one holds a qualification at level 2. The pre-school opens from 8.45am to 12.30pm, Monday, Wednesday, Thursday and Friday, during term time only. The pre-school provides funded early education for three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

