

Broughton Pre-School

Inspection report for early years provision

Unique reference number 309249
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Inspector Anita Pyrkotsch-Jones

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Broughton Pre-School is run by the pre-school committee and has a pre-school manager in place. It has been operating for approximately 40 years on the present site which is located in the village of Broughton near Preston. The group has sole use of the single story pavilion whilst operating, however, other local community groups use the resource at other times. Children are accommodated in one large room with two additional smaller rooms. Suitable toilet and kitchen facilities are provided onsite. All children have access to a secure, enclosed play area and there is an adjacent fenced community play area with fixed play equipment where organised play can also be provided.

There are currently 79 children aged from two to under eight years on roll. Of these, 30 children receive funding for nursery education. The sessions are offered each weekday during term time between 7.45am and 5.30pm. The pre-school currently supports children who have a special educational needs and/or disability and children for who English is not their first language.

The nursery employs seven staff to work with the children, all of whom are qualified in early years. The manager and deputy manager hold higher level qualifications and both hold Early Years Practitioner Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The pre-school is a fully inclusive setting that supports the individual needs and interests of the children, including those that have special educational needs and/or disabilities and those for whom English is not their first language. Children make very good and often, excellent progress in their learning and development through all of the early learning goals. Risk assessments, policies and procedures all meet the requirements of the statutory framework, are comprehensive and are updated regularly which ensures that children's well-being and safety is effectively safeguarded whilst at pre-school. Partnerships with parents and carers are outstanding. Staff are available at all times to liaise with parents, who are supplied with a range of information about the pre-school. The pre-school has an ambitious vision for its provision which is rigorously monitored and clear priorities set.

What steps need to be taken to improve provision further?

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

- implementing the learning gained from training to continue to promote the well-being and involvement of all children in the setting as highlighted in the pre-school's self-evaluation form.

The effectiveness of leadership and management of the early years provision

The pre-school provides a fully inclusive provision that embraces the individual needs of all of the children. Their welfare and well-being is effectively safeguarded because staff have an excellent knowledge and understanding of safeguarding within the setting. The designated safeguarding officer attends regular training and cascades this information to staff to ensure that the children are well protected. Recruitment and induction processes are robust and ensures the suitability of staff working with the children. Risk assessments are detailed and rigorously followed. Daily risk assessments of the indoor and outdoor play areas and the annual updating of risk assessments and policies and procedures ensure that hazards are swiftly identified and minimised to keep children safe.

The pre-school has an ambitious vision for sustained improvement because it has a three-year-plan from which a yearly operational plan is developed. The pre-school sets itself challenging targets through action planning, which effectively supports staff in identifying priorities and developing action plans. Regular team and committee meetings enable staff to reflect on the service that the pre-school provides. All staff are committed to continuous improvement and have completed and been re-accredited for the local authority quality assurance award. Staff are well qualified and undertake continuous professional development, such as Early Years Practitioner Status and degree level courses to improve delivery and effectiveness of the pre-school. It is because of this, that staff have an excellent knowledge and understanding of the Early Years Foundation Stage and strive to continuously improve the service that they provide. They intend to implement the learning gained from training to continue to promote the well-being and involvement of all children in the setting.

The curriculum is carefully and specifically designed to meet the individual needs and interests of the children, including those that have special educational needs and/or disabilities and those for whom English is not their first language. Children work effectively with keyworkers who value the children's views and opinions and incorporate this into the planning of the curriculum. This enables keyworkers to effectively observe and assess children against the early learning goals and provide early intervention strategies. It is because of this, that the children make good and often excellent progress through the early learning goals, often exceeding their developmental targets.

Partnerships with parents and carers are outstanding. They receive comprehensive information about the pre-school, including that which is contained on the website. Effective two-way communication ensures that parents are fully informed of their child's progress and development. They are actively encouraged to contribute towards their child's learning and regularly complete questionnaires providing feedback on the quality of the curriculum and overall provision. Parents are very complimentary about the learning journals, which provides them with comprehensive information about their child's achievements.

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

The use of natural resources is an integral part of the pre-school ethos. The natural environment is used highly effectively to support children's progress and achievements. There is free flow play between the well equipped indoor and outstanding outdoor environments where children are highly skilled in the use of the climbing wall, A-frame and climbing frame, effectively developing their physical skills. Highly trained and accredited staff utilise the wooded area as a forest school and plan a diverse and innovative curriculum that significantly enhances the children's learning experiences. Daily 'chat times' enable staff to share with children the activities, such as pizza making and letter writing that have been planned for the day. Staff act upon children's views and opinions and children have the opportunity to plan activities around their needs and interests. They then come together at the end of the session to review the activities and the learning that has taken place. As a result of this, children make very good and often, excellent progress in their learning and development through all of the early learning goals. Staff have an excellent knowledge of the Early Years Foundation Stage and this is evident in the inclusive experiences that they provide. Children that have special educational needs and/or disabilities or those for whom English is not their first language are well supported and targeted individual learning plans are in place to support children with a specific need requiring development, for example, development of specific aspects of numeracy, such as the recognition of numbers and development of sequencing skills.

Children's starting points are identified as they start at the pre-school and their next steps for learning and development are effectively targeted. Learning journals are meticulously detailed and include observations and photographs of the children that provide a clear focus of the area of learning being assessed and include enhancements and next steps for learning. Staff have further developed this through the excellent use of the Leuvens scale for assessment. This successfully complements the children's assessment trackers which includes analysis by individual child and cohorts of children. Parents are encouraged to contribute to the children's journals to provide a comprehensive view of progress at and outside of pre-school.

Children have highly developed social skills, as they take turns in listening to others at 'chat time', share resources and participate in the highly sociable snack and meal time. They have excellent concentration skills, as they persevere to complete an activity and are involved in activities for sustained periods of time. They learn about the world around them, as they plant in the vegetable patch, tend their seedlings, harvest them and then eat them for snack. Children are encouraged to bring healthy food in their packed lunch and talk about which food is healthy and which is unhealthy. They gently care for the pre-school pets of guinea pigs and giant snails and share their snack of fruit and vegetables with them. Staff are excellent role models for the children and consequently, behaviour is extremely good and manners are exemplary.

Staff constantly interact with the children, questioning them to extend their

learning. As children write letters to their parents, staff question them about the contents. The children write the envelopes with staff assisting. One child asks for a stamp as she wants to post the letter and this is greeted enthusiastically by the other children who all want to post their letters. Staff successfully develop this activity by walking with the children to the post box at the end of the road to post the letters. The children are very excited by this activity and enter into discussion about when their letters would arrive at their homes. The wide range of resources is rich, varied, imaginative and accessible. The children have labelled the resources with pictures and with mark making, many of which are recognisable as words. Numeracy skills are developed as the children count the blocks in their towers and also use and handle real money as they play with the electronic cash register in the role play area whilst imitating shop assistants by asking 'next please'.

Excellent hygiene practices are displayed as children independently wash their hands after using the toilet. They understand the need to wash hands before baking to limit the spread of germs and bacteria. Robust and comprehensive safeguarding measures are in place and children feel safe, they talk about road safety as they walk to the post box to post their letters.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met