



## **Broomley Pre-School**

Inspection report for early years provision

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|--------------------------------|----------------------------------------------------------------------------|
| <b>Unique Reference Number</b> | 301858                                                                     |
| <b>Inspection date</b>         | 27 January 2006                                                            |
| <b>Inspector</b>               | Karen Ling                                                                 |
| <b>Setting Address</b>         | Broomley First School, Main Road, Stocksfield,<br>Northumberland, NE43 7NU |
| <b>Telephone number</b>        | 07762 212367                                                               |
| <b>E-mail</b>                  |                                                                            |
| <b>Registered person</b>       | Committee of Broomley Pre-School                                           |
| <b>Type of inspection</b>      | Integrated                                                                 |
| <b>Type of care</b>            | Sessional care                                                             |

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Broomley Pre-School is a committee run provision which has been registered since 1997. It operates from a classroom within Broomley First School in Stocksfield. It has use of the school toilets, the hall and outdoor play areas. The group serves the local community and children attending are from the locality in the main. Children generally go on to attend the first school.

The provision is registered to take 26 children between the ages of 2 and 5 years.

There are currently 23 children on roll and all are in receipt of funding for nursery education. The pre-school sessions run Monday to Friday from 09.00 until 11.45 during term time.

Two of the three staff hold recognised qualifications in childcare and education and the third staff is currently working towards a recognised qualification. The provision has close links with the school and receives qualified teacher support from the Reception Year teacher.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are actively encouraged by staff to make healthy choices and engage in regular physical activity. They enjoy a nutritious selection of snacks such as fruit and cheese and are willing to try new foods such as Chinese crackers. Snack times are relaxed social occasions where children and staff chat together. Staff make the most of opportunities to help children understand why some foods are healthy and others are not. Some children show a good understanding of how to wash their hands thoroughly and do so independently. However, not all children follow good hand washing routines and staff do not monitor these routines sufficiently. Children enjoy visits from health professionals, including parents who help them to be aware of keeping healthy. There are clear policies regarding the care of sick children and staff maintain the necessary records.

Children enjoy a good variety of physical play because staff provide well-planned indoor and outdoor activities. They enjoy games using the giant parachute and exercise their balancing skills as they step across the low wooden logs in the playground. They show developing dexterity as they control scissors and handle small equipment such as paint brushes and writing tools.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are secure and well supervised in a clean and well maintained environment which is child friendly. Staff are deployed effectively to ensure children are always well supervised. They set out a range of activities and resources which children independently and safely access. Consequently, children enjoy a good range of safe and suitable toys and equipment that provide stimulation and challenge. Equipment is kept clean and in a good state of repair and is regularly checked for safety. However, the layout of computer equipment does not promote best posture for young children because the screen is too high.

Staff have a good awareness of security and access to and from the provision is monitored carefully. Children learn about what is dangerous and how to keep themselves safe. For example, they practise the procedure for evacuation in an emergency and safe road crossing through role play games. They have been visited

by fire and police officers who build on their developing knowledge and awareness.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and settled within the provision. They form good relationships with staff who get to know each child and their individual needs well. They engage in a broad range of planned and self initiated activities which support their development and overall learning. Resources and space are used well to support play. Staff spend time playing and talking with children and know when to stand back and let children initiate their own play ideas.

### **Nursery education**

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage and plan activities which build on children's interests and knowledge and cover all areas of learning. This ensures children make good progress towards the early learning goals. They receive appropriate challenge and are involved in a wide range of interesting activities which help to move them on. Children show growing confidence as they take part in familiar activities and routines and try out new ones, such as visiting the reception class. Staff sensitively support children and give consistent reassurance, praise and encouragement. This helps to build children's self-esteem.

Children develop good speaking and listening skills. They listen carefully to staff, for example during registration and respond to their name. They confidently talk about themselves as they recall home events and develop friendships with their peers. Staff are skilled in talking to children. They ask questions which encourage them to think and engage in conversation, respond well to them and listen to their ideas. Children enthusiastically join in the daily routine of counting how many children and adults are present. They count confidently beyond 10 and show developing skills of calculation as they add together. They learn about shape and measure in fun ways, for example, by making pictures from triangles and comparing sizes, such as 'tall', 'taller' and 'tallest'. Children carry out simple investigations which encourage their problem solving skills. For example, they have been learning about water and experimented to find out which materials are waterproof. They use technology in fun ways, such as making telephone calls in role play situations and can complete simple computer programmes. They explore a range of malleable materials and media. Sometimes craft activities follow a theme. They are currently making individual masks and a large dragon as part of their celebrations for the Chinese New Year. They show good recall of information as they chat about what they have been learning in relation to Chinese beliefs and culture. Their learning is well supported with the Chinese artefacts and sources of information on the display table which children readily refer to.

Staff make regular observations of what children know and can do and record these onto individual Foundation Stage profiles. The information gained informs future plans and is used in conjunction with the Foundation Stage guidance. Although staff have a good idea of the progress children are making, individual records do not give a full picture of children's attainment in relation to the stepping stones and may result

in some aspects being overlooked or insufficiently addressed overtime.

### **Helping children make a positive contribution**

The provision is good.

Children are well mannered and learn to share and take turns. Staff are calm and polite in their approach and set a good role model which children follow. For example, staff explained kindly to a group of children that they could visit the reception class later in the session and they were patient until it was their turn. Behaviour is managed in a way that is appropriate to each child's stage of development and staff set clear boundaries which children understand. As a result behaviour within the group is very good. Good systems are in place to support each child with staff and parents working well together to manage individual needs.

Children are able to access a wide range of resources which reflect diversity and topics centre around various cultural celebrations at different times of the year. Spiritual, moral, social and cultural development is fostered appropriately.

Partnership with parents and carers is good. There is a friendly relationship with parents who are welcomed into the provision at the start and end of sessions. Informal and formal information is regularly given which helps to keep parents informed about their child's well-being and development. They know what children are learning about and are given suggestions on how they can contribute and be involved with their child's learning.

### **Organisation**

The organisation is good.

Staff work very well together as a team. They organise their time effectively to ensure the smooth running of the provision and to make sure all children are well supported throughout the session. Policies and procedures are individual to the setting and support the practice of knowledgeable and experienced staff. The procedures for vetting and recruiting new staff and the complaints have yet to be revised to reflect the recent revisions to the National Standards. Staff are committed to protecting children, promoting their well-being and supporting their individual potential. Effective practice and suitable resources together with practical support ensures the provision meets the needs of the range of children for whom it provides.

Leadership and management is good. Staff evaluate and monitor children's progress through regular meetings and daily information sharing. Staff reflect on their own practice and are committed to continual improvement. Procedures for monitoring improvements and identifying areas for development are not documented. Evaluation of the provision tends to be on an informal basis.

### **Improvements since the last inspection**

At the previous inspection the provision was asked to conduct a risk assessment on

the use of the large slide in the outdoor area and review the procedure for recording accidents to ensure confidentiality is maintained.

Children are closely supervised as they use the slide and further adjustments are being made to improve safety further. Accidents are now recorded onto individual forms to ensure confidentiality of details.

The provision was also asked to ensure planning offers sufficient challenge for all children, increase activities which promote early literacy skills and improve the programme for physical development. Plans include differentiation and staff include a broad range of activities within each area of learning. This ensures that children build on what they know and can do over time.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- monitor and support hand washing routines so that children develop a better knowledge of how to wash hands correctly
- improve the positioning of the computer equipment so that correct posture is encouraged
- review the procedures for recording complaints and vetting and recruiting staff so that they are in line with revisions to the National Standards 2005

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop records of children's achievement and progress so that they give a complete picture of what children know and can do in relation to the stepping stones
- develop the self evaluation system to highlight development and identify areas for improvement.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)