

# Broadhill Pre-School

Broadhill Pre School, 131 Hailey Road, Witney, Oxfordshire, OX28 1HL



## Inspection date

21 March 2017

Previous inspection date

15 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- The joint managers provide strong leadership. They are ambitious and have clear plans in place to improve the quality of the provision further. They are passionate about improving outcomes for the children in their care.
- Children are happy in the pre-school. There is a good two-way flow of information between home and pre-school to support children's care and learning. Staff provide sensitive support for those children that need extra help.
- Parents speak highly of the advice and guidance that the staff provide. Parents are asked their views on the pre-school and their suggestions are used to help develop the provision further.
- Good use is made of additional funding to support disadvantaged children. This includes additional staffing to support small language groups. The impact of the funding is carefully measured to ensure it is effective.

### It is not yet outstanding because:

- Staff sometimes forget to provide clear explanations to children to help them understand the difference between right and wrong.
- Teaching is not yet outstanding. Leaders need to ensure that staff are using what they know from assessment to full effect to close any gaps in children's learning.

## What the setting needs to do to improve further

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

- ensure that staff provide clear explanations when managing children's behaviour to further support children's understanding of right and wrong
- continue to develop the quality of teaching so that it is inspirational and includes an extremely sharp focus on helping children close any gaps in their learning.

### Inspection activities

- The inspector spoke to a few parents, looked at questionnaires and took parents' views into account.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the pre-school managers.
- The inspector observed the quality of teaching and children's learning both inside and outdoors.
- The inspector sampled the pre-school documents including records of children's learning, staff files, policies and procedures and staff suitability checks.

### Inspector

Penny Fisher, Her Majesty's Inspector

## Inspection findings

### Effectiveness of the leadership and management is good

Effective action has been taken to address the areas for development identified at the last inspection. The managers now monitor the quality of teaching well. Changes to the routine of the day have ensured that lunch time is now a calm and sociable time; children are encouraged to share their views and news with staff. This ensures that children now remain engaged in meaningful activities throughout their time at pre-school. The pre-school self-evaluation is accurate and realistic. Safeguarding is effective. Good organisation ensures that staff update their knowledge and understanding in line with requirements. Staff understand their duty to protect children and how to report or escalate any concerns appropriately. Children learn to keep themselves safe. For example, they learn to use knives safely when they cut up banana for their snack.

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

The quality of teaching has improved over the last year. Staff have high expectations of what children can achieve. They interact well with children, asking them open ended questions and role modelling new vocabulary clearly. Staff allow the children time to think things through and formulate their responses. Staff are using their skills and strategies to support a number of children that need help with their communication and language skills. For example, small group work helps children develop the confidence they need to speak to their friends. Parents provide good information about what their children enjoy, know and can do when they first start at pre-school. Staff use this information promptly to gauge children's starting points in their learning. Careful ongoing assessments of children's progress are shared with parents and help to support children's learning at home.

### Personal development, behaviour and welfare are good

Staff are kind and considerate in their care of the children. Key person arrangements work well. Parents know who has special responsibility for their children and know they can talk to them at any time to share concerns or achievements. Key persons ensure that children are well supported with their toileting and self-care skills. For example, children learn to wash their hands and blow their noses independently. This helps children to be well prepared for when they move on to school. Children are becoming keen learners. They are able to follow their interests and choose their own resources.

### Outcomes for children are good

Most children, including those with special educational needs, make good progress from their starting points. They are learning to share and take turns, for example, when playing games during small group work. Children enjoy songs, joining in with familiar refrains. Story time captures the children's attention well. Most sit and concentrate well and are developing their listening skills. For example, older children are eager to answer questions during story time such as 'how do we know it's night time in this picture?' Children's views are valued and respected. For example, they are able to choose their own activities and the book at story time. Children generally behave well and respond positively to appropriate praise from staff.

## Setting details

<b>Unique reference number</b>	134458
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1073771
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Broadhill Playgroup Committee
<b>Registered person unique reference number</b>	RP518029
<b>Date of previous inspection</b>	15 April 2016
<b>Telephone number</b>	01993 705509

Broadhill Pre-School, in the town of Witney, Oxfordshire, opened in 1974 and is run by a parent-management committee. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. It operates on weekdays from 8.30am until 3pm during school term times. The pre-school employs nine staff and, of these, six hold relevant childcare qualifications.

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