

# Brierfield Pre School

Brierfield Community Centre, 21 Colne Road, Brierfield, NELSON, Lancashire, BB9 5HW

## Inspection date

30/01/2014

Previous inspection date

10/06/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- There is a strong emphasis on supporting children's communication and language and their personal, social and emotional development, especially where they use English as an additional language. Consequently, children are confident communicators and interact well with each other, especially during imaginative play.
- As a result of an interesting, attractive and accessible environment, children can learn independently and develop their own ideas through playing and exploring.
- Children's learning is supported and extended well because staff are enthusiastic and they motivate children through their good-quality interaction, including their questioning.
- Parents are well informed about the pre-school through good information sharing. As a result of their close involvement, there is a shared and consistent approach to children's care and learning.

### It is not yet outstanding because

- Where more active children become boisterous and over-excitable, staff do not always channel this type of behaviour in a positive way, in order to fully respond to children's individual learning styles.
- The snack time routine is not always effectively organised, in order to fully reinforce messages about healthy lifestyles, such as using soap to wash hands and ensure it is a relaxed and enjoyable sociable experience.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the main playroom and the outside learning environment.
- The inspector conducted a joint observation with the provider and held a meeting with them.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including children's observation and assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day of the inspection.

## Inspector

Rachel Ayo

## Full report

### Information about the setting

Brierfield Pre School has been operating for a large number of years, however, was newly registered in 2008 under a new private individual on the Early Years Register and the compulsory part of the Childcare Register. It operates from Brierfield Community Centre in Lancashire, on the main Colne Road. It serves the children of the local and wider areas and is accessible to all children. The pre-school opens term time only everyday, excluding Fridays, from 9.15am to 11.45am and from 12.45pm to 3.15pm. A lunch club is offered where children attend a morning and afternoon session. Children attend for a variety of sessions. Children are cared for in one main hall and have access to an adjoining room and an outdoor play area sited in a separate enclosed area within the grounds.

There are currently 45 children on roll in the early years age range, who attend for a variety of sessions. The nursery provides funded early education for two- three- and four-year-old children and supports children who use English as an additional language.

The pre-school employs seven members of childcare staff, including the provider, six of whom hold appropriate early years qualifications at level 2 to 5. The pre-school receives support from the local authority.

### What the setting needs to do to improve further

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

- monitor children's engagement in activities more precisely and adapt activities and routines accordingly to support their learning, for example, by providing more readily available outdoor play opportunities that enable children, especially boys, to engage in more boisterous and exuberant play
- enhance the organisation of the snack time routine to support children's learning, for example, by increasing their awareness of healthy lifestyles and by providing a more relaxed environment in which they can enjoy the experience and develop social skills further.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of the seven areas of learning and how children learn, for example, through an enabling environment and good-quality adult interaction. Consequently, children take part in a variety of play opportunities that help them develop a positive approach to learning and acquire skills that prepare them for school. For

example, children engage in active learning and show good levels of interest. They are eager to join in with exploratory and investigative play in the sand, for instance. Children use resources innovatively, such as a bendy plastic pipe, to transport sand from one container into another, developing early mathematical awareness. As they do so, they show good levels of concentration and precise hand and eye coordination. Activities are very much child-led and children are actively encouraged to contribute their ideas through a planning book. For example, children share their own ideas and staff suggest an activity, such as water play, encouraging children to think about the different things they could do with this. This helps children to feel a strong sense of belonging as a result of them feeling valued. Staff undertake a precise assessment of what children know and can do on entry, combining their own observations and information gathered from parents. Following this, ongoing observation and assessment informs planning for children's next steps in their development. Records of learning show that children are working comfortably within the development band expected for their age.

Parents are regularly informed about their children's development and how to support this, for example, through daily face-to-face exchanges and progress meetings. They are invited to attend special events, such as their child's graduation ceremony, a story-telling session carried out by a professional story teller and the annual trip to the farm. Parents are involved in sharing what children have been doing at home and can take home resources, such as story sacks and a 'weekend bear'. Staff use their day-to-day observations of how children play and adapt activities accordingly to support their learning and meet their individual needs. For example, after noticing children transporting blankets and play food, due to a family camping trip, an exciting role play camping area is created. Consequently, children are provided with the opportunity to explore and develop their own ideas. Staff enhance the area with associated labelling and pictures and a forest background board. Children show great imagination and use amusing narrative as they play cooperatively in the area. Nonetheless, staff do not always recognise and respond to children's individual learning styles. For example, on occasions, small groups of boys become boisterous and noisy. This behaviour is not always positively channelled or effectively re-directed by staff, in order to fully support their learning. Staff value all children's family backgrounds and teach children to do the same, for example, by encouraging them to celebrate diversity.

Children's learning is enriched as a result of the good-quality interaction from staff. This includes their skilful and extending questioning, which fosters children's creative and critical thinking skills. As children explore the dough, they are encouraged to talk about how it feels and what they can make with it. Staff listen to the voices of all children and value their questioning, conversations and suggestions. As a result, children, including those who use English as an additional language, communicate well. Children's ideas, such as making buns, are extended as staff suggest they use other utensils from the drawer. Staff show children how to do things and learn new skills, without actually doing it for them. For example, they demonstrate how to make a ball and model self-talk, as they describe their actions. As children play in the campsite role play, staff join in play sensitively fitting in with children's ideas. They help children develop roles and stories as they help build the pretend camp fire with wooden logs and paper flames and encourage children to talk about their imaginative adventure. Children enthusiastically play in the sand, developing good small physical skills. They fill, pour, scoop and make circular

patterns using an upside down plastic stacking pot and are encouraged to make other marks, such as letters. Children's early interest in reading and writing is enhanced as staff read familiar stories enthusiastically and encourage them to recall what happens next. Older, more able children readily scribe meaning to their recognisable drawings, such as a gorilla. Children develop a strong understanding of the world. They help feed lambs and collect eggs during the yearly farm trip and as many children do not have pets at home, these are brought into the pre-school for them to experience first-hand. Children show great skills with the computer mouse as they play simple games, with only very little support required from staff.

### **The contribution of the early years provision to the well-being of children**

As a result of good settling-in arrangements, individual to each child's needs, children are happy and confident. They readily settle on arrival, demonstrating they feel safe and secure and show how eager they are to play as they immediately go to choose their preferred activity. Children build close bonds with their key person during the settling-in process. As children self-register on arrival, they are effectively helped to become more familiar with their key person. This is because they place their self-registration photograph card, which also has a picture of their key person on, in the corresponding key person box. There is close consultation with parents during the settling-in process to support children as they move to an unfamiliar environment. For example, they are asked to complete an 'All about me' document and provide basic words in children's home language. This enables staff to find out about home routines, likes and dislikes, for instance and provide individually tailored care. As this is in line with home routines, children develop a strong sense of security. There are effective transition arrangements when children are going to be leaving for school, to foster their ongoing sense of security. For example, teachers are invited into the pre-school, development records are shared and staff read stories and set up role play areas.

Staff create a well-resourced, inviting and child-accessible pre-school room. As a result, children's motivation is fostered and they make independent choices about what they want to play with. Staff organise space and resources effectively to provide good-quality learning experiences and keep children motivated and engaged. They separate the large hall into smaller designated activity areas and create a welcoming environment with display boards, posters and photographs. Staff have also created a resource photograph booklet, in order for children to choose something else they would like to play with, not set out. Children are encouraged to manage self-care tasks appropriate for their age. For example, they are encouraged to pour their own water at snack time and help to tidy up and put on their coats for the short outdoor play session. There is a designated snack area, in order for children to take turns to have a mid-morning snack. However, this is somewhat rushed and disorganised. Consequently, it is not used to its full potential as an opportunity to enhance children's socialisation and enjoyment and to reinforce good hygiene routines. Children behave well because staff value what they do and use meaningful praise and encouragement to foster their self-esteem and confidence. They readily seek out others to share experiences and clearly have special friendships. Children negotiate and share simple ideas, for example, as they engage in superhero play, play in the sand and take part in imaginative play in the campsite.

Staff encourage children to make positive choices about what they eat by providing healthy snacks and encouraging parents to provide healthy food in children's packed lunch. Children's understanding is reinforced through the healthy eating board and a display containing photographs, books and plastic fruit and vegetables. Children also learn about the origins of food as they help to make vegetable soup, for instance, observing items in their natural and then cooked state. Children also learn about other aspects of a healthy lifestyle, such as taking care of their teeth. For example, individuals from the oral health team visit children at pre-school and dental resources are borrowed to enhance their understanding. The pre-school is also involved in an initiative about oral health, which helps them review their practice and how this supports children. Children benefit from fresh air and exercise through suitable access to the pre-school outdoor play area. They also visit local parks, where they can use more challenging apparatus, which helps them learn about risk-taking. Children develop confidence in their physical skills as they negotiate the grass slope and use small equipment, such as hoops and balls. Indoors, children learn to negotiate space through parachute games, learning how to go fast and slow. They develop an awareness of what happens to their bodies when they take part in action songs, using a stethoscope to listen to their heart beat. Staff read stories, organise visits from the police and fire service and set up road safety role play, reinforcing children's understanding of keeping themselves safe.

### **The effectiveness of the leadership and management of the early years provision**

The provider has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements and the learning and development requirements of the Early Years Foundation Stage. Consequently, children's welfare is promoted and they make good progress as a result of an enjoyable early years experience. This is tailored with children's individual needs and interests in mind in most aspects. There are effective arrangements in place for monitoring children's progress. As a result, staff identify where children are not meeting the development expectations and ensure early intervention to narrow any achievement gaps. Children, who use English as an additional language or need support with their speech and language, are especially well supported. Good safeguarding procedures promote children's well-being. There are robust recruitment, vetting and induction arrangements to ensure adults are suitable. Through up-to-date training, there is a strong emphasis on ensuring that adults can identify potential indicators of abuse or neglect and are fully aware of both internal and external reporting procedures. Access to the pre-school is closely monitored to further support the arrangements for keeping children safe.

The provider works directly in the pre-school and therefore, effectively leads her staff team alongside her joint manager. Her leadership and management skills are strengthened by her strong commitment to her own professional development. For example, she has completed a foundation degree in early years, alongside attending training to support children's communication and language skills. She effectively disseminates her knowledge to staff, in order to enhance and develop their practice and impact positively on children's achievements. She closely monitors the quality of teaching

through regular supervisions and yearly appraisals, in order to ensure this positively impacts on children's learning. As part of this, the provider encourages staff to access training made available by the local authority. Consequently, their extended knowledge of early years practice enhances children's achievements and experiences. Alongside this aspect of continuous improvement, good progress has been made since the last inspection, as a result of good self-evaluation. For example, the pre-school has completed a local authority initiative and are currently working towards the quality award. As part of this, short and long term development plans are devised and areas identified for improvement are positively welcomed and addressed.

Parents are well informed about the pre-school when their children enrol and after the settling-in period. This ensures they can make an informed choice about their children's care and learning and ensure a consistent approach. For example, parents are initially given a parent pack detailing different aspects of the pre-school, notices are displayed and a digital photograph frame examples the things children do. The designated parental involvement board in the entrance provides a variety of additional information. Staff also display photographs of children taking part in activities, such as the listening walk. This enables parents to help their children reflect on their learning as they recall and talk about what they have been doing. Parents receive regular newsletters and general letters about forthcoming events, which keeps them updated on what is happening in the pre-school. Parents' views are actively sought through face-to-face exchanges and more formally through questionnaires. This ensures they feel valued as they help to make decisions about their child's care and education and contribute to the development of the service. Parents' express very complimentary comments about their children's progress, the friendly and approachable staff and wide range of activities. The provider has a very secure understanding of the need to work closely with other providers or professionals where children attend other settings or have special educational needs and/or disabilities, should she be required to do so.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

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.

## Setting details

<b>Unique reference number</b>	EY386421
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	878958
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Debra Louise Bradshaw
<b>Date of previous inspection</b>	10/06/2009
<b>Telephone number</b>	07974287357

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.ofsted.gov.uk](http://www.ofsted.gov.uk). 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).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

