

Red Brick Pre-School Playgroup



St John Fisher/Thomas Moore Church, Bradford Road, Burley in Wharfedale, LS29 7PX

Inspection date

6 March 2015

Previous inspection date

26 November 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Evidence is not available to confirm that the manager holds a full and relevant level 3 qualification.
- Staff have not fully developed the variety of resources outdoors, to maximise children's play and exploration.
- Opportunities for children to move freely between the indoor and outdoor environments are not maximised, to enhance children's learning.

It has the following strengths

- Staff plan a variety of learning experiences and support children's learning well through their enthusiastic and effective interactions. Consequently, children are motivated and they develop a positive approach to learning.
- Children are developing good levels of independence, which helps prepare them for moving on to school.
- Children's behaviour is good because staff are positive role models. Children are confident and their emotional well-being is supported well.
- Positive relationships with parents and others are in place. Information is continually exchanged from when children start settling in. This ensures continuity in children's care, learning and development.
- Safeguarding is strong. Staff fully understand the action to take to protect children from harm, they supervise children well and provide a safe and secure environment.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- obtain evidence to confirm that the manager holds a full and relevant level 3 qualification.

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

- extend the range of rich and imaginative experiences outdoors, for example, by providing more flexible resources that can be used, moved and combined in many different ways, to maximise children's play and exploration
- enhance the organisation of staff, so that children are better supported in moving freely between indoors and outdoors, in order to tap in to their learning styles with greater success.

Inspection activities

- The inspector observed activities and care routines in the main playroom and the outdoor learning environment, and spoke with children and staff at appropriate times during the inspection.
- The inspector held a meeting with the provider and carried out a joint observation with them.
- The inspector looked at children's records of learning, assessment records and planning, as well as sampling a range of other documents.
- The inspector checked evidence of the suitability and the qualifications of staff working with children, and the provider's improvement plan.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Rachel Ayo

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff help children to build on their ideas while playing with the train set and introduce mathematical concepts. While connecting the track, staff encourage children to solve problems and identify solutions as they try to fit the station platform in. After giving this some thought, children change the pieces around to create a bigger space. Children operate the train turntable and point switch, learning how things work. Staff model language well; therefore, children are confident communicators and use amusing narrative while making up their own puppet show. Staff join in with singing and dressing up, enhancing children's enjoyment. Children express their own ideas while decorating swords and shields; an activity arising from their interest in pirates. They make marks with the paint and experiment, while making other colours. Staff provide a variety of flexible resources that can be used in different ways, including natural media and materials. However, the range is less well developed outdoors, to enhance children's play and exploration. Staff closely monitor all children's progress and what they need to do next.

The contribution of the early years provision to the well-being of children is good

Children have secure attachments with staff and develop a strong sense of belonging in the welcoming environment. Staff display children's artwork and provide individually labelled coat pegs. Children enjoy recalling and reflecting on their learning, while observing photographs on the computer slide show. Children play together well, sharing ideas and taking turns. They patiently line up to wash their hands before snack, learning about healthy practices. This is reinforced with photographs of the hand washing routine. Children make positive choices from healthy snacks and enjoy buttering crackers and pouring drinks. Staff praise them for the excellent job done, fostering their self-esteem. Children also make healthy foods, such as vegetable soup, rice pudding and banana bread. Children play outside as part of the daily routine, promoting their physical well-being. However, they cannot freely access outdoors. This means that children who prefer to learn outdoors are not always able to play in their preferred environment.

The effectiveness of the leadership and management of the early years provision requires improvement

The provider has improved her knowledge of the Early Years Foundation Stage, addressing actions raised at the last inspection. This has had a positive impact on the quality of the provision. However, self-evaluation systems are not yet robust enough to fully ensure that all legal requirements are met. This is because the provider is unable to provide evidence that, as the manager, she holds a level 3 qualification. The systems for evaluating and improving the quality of teaching are developing well. There are weekly staff meetings, and staff practice is monitored regularly. The provider cascades information from courses and staff are supported in gaining further qualifications, to continually extend their knowledge of early years practice. Parents are fully involved in the life of the pre-school and they express very complimentary comments about the provision.

Setting details

Unique reference number	EY262710
Local authority	Bradford
Inspection number	1000515
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	11
Name of provider	Helen Michelle Reynolds
Date of previous inspection	26 November 2014
Telephone number	07971 407768 01943 462346 07951 637614

Redbrick Pre-School Playgroup has been operating from the current premises since 1980 and was re-registered in 2004. The pre-school employs four members of childcare staff, three of whom hold appropriate early years qualifications at levels 3 to 5. The pre-school opens five mornings a week, from 9.15am to 12.15pm, during term time only. A lunch club is offered each day, from 12.15pm to 1.15pm. The pre-school provides funded early education for three- and four-year-old children.

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