

Brookside Pre-school

Gusford School Grounds, Sheldrake Drive, Ipswich, Suffolk, IP2 9LQ



Inspection date

17 March 2015

Previous inspection date

23 October 2014

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | 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 | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Children excitedly participate in a wide range of activities and experiences, which enables them to explore all seven areas of learning. Practitioners plan well to ensure that activities are tailored to individual children's needs and provide appropriate challenge.
- Key persons have a sharp focus on the progress and development of the children in their key groups. They work well with parents, sharing relevant information to ensure parents remain well informed about their child's progress and care.
- Managers and practitioners demonstrate secure understanding of their responsibilities with regard to safeguarding children. All practitioners refresh their safeguarding knowledge through appropriate training.
- Management is firmly committed to driving improvements within the pre-school and has already achieved a wide range of improvements over the past few months. A detailed and comprehensive action plan is in place to further enhance all aspects of the provision.
- Children settle well into their pre-school life, as they are effectively supported by their key person. As a result, children demonstrate that they feel safe and secure and develop close relationships with the adults caring for them.

It is not yet outstanding because:

- The celebration of children's achievements is not maximised. The pre-school does not have a special place or holding bay for children to keep their models or items which have interested them. This means that some achievements are not always shared with their parents at the end of the day.
- Children's sense of belonging within the pre-school is not extensively supported. Opportunities for children and parents to share photographs or belongings from home are not maximised.

What the setting needs to do to improve further

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

- enhance the celebration of children's achievements, for example, by providing an area where children can keep their work and share their creations with parents
- build on and enhance children's self-esteem and sense of belonging, for example, by encouraging parents to share photographs and special items from home, for displaying or using within children's individual planning.

Inspection activities

- The inspector observed activities in the pre-school room and outdoor area.
- The inspector held discussions with the manager, the special educational needs coordinator, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at a range of records, including documents relating to children's details, children's learning and development, information about children's attendance, practitioner's attendance and qualifications and a selection of other records.
- The inspector viewed evidence that all adults working with young children have had their suitability checked.
- The inspector took account of the views of parents spoken to at the time of the inspection and through written testimonials.

Inspector

Lynn Hughes

Inspection findings

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

Children are keen and active learners. Practitioners support children's communication and language skills effectively by using clear and appropriate vocabulary, which relates to their play. As a result, children's language is promoted in a meaningful way. Children take pride in their achievements as, for example, an intricate train is created from some new magnetic bricks. However, parents are not always aware of their child's creative achievements. There is no dedicated space for children to store their creations, models or work to show parents later in the day. Children participate in a wide range of challenging learning opportunities, which prepares them well for school. For example, they are encouraged to become independent, to guide their own learning and to consider ways in which they can resolve conflict or solve problems. Sharp assessments are completed by staff. These ensure that all children, including those who speak English as an additional language, or who have special educational needs and/or disabilities, make good progress in their learning.

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

Children part from their parents with ease and quickly becoming engrossed in play. Children behave well and understand the pre-school rules, and they are kind and caring towards each other. The well-used mud kitchen and digging area, provide opportunities for a wide range of endless learning. For example, children develop physical skills as they vigorously dig large holes. They explore mathematics as they transport the mud in a range of different sized containers. Their imagination is extended as they create delightful meals from the mud and household resources. Practitioners have not explored further ways to maximise children's sense of belonging within the pre-school. For example, parents are not actively encouraged to share photographs and items from the children's homes, that can be used as comforters when children are upset or simply to promote discussion.

The effectiveness of the leadership and management of the early years provision is good

Since the last inspection, management has worked extremely effectively to review and evaluate every aspect of the pre-school and out-of-school provision. This has resulted in the manager and committee agreeing to a number of improvements. This includes the purchase of new and updated resources and additional training on teaching and learning for all practitioners. Consequently, the quality of teaching and learning and all aspects of care have been greatly improved. Procedures for recruiting practitioners have been tightened to ensure that all adults working with children are suitable. A rigorous system for supervising practitioners enables the manager to keep a sharp focus on each practitioner's strengths, training needs, personal circumstances and performance. Partnerships with parents and other early years settings which children attend are secure. Effective communication enables key persons to effectively complement learning across all areas of children's lives.

Setting details

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|------------------------------------|--------------------------------|
| Unique reference number | 251427 |
| Local authority | Suffolk |
| Inspection number | 997282 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 39 |
| Number of children on roll | 90 |
| Name of provider | Brookside Pre-School Committee |
| Date of previous inspection | 23 October 2014 |
| Telephone number | 07956 254213 |

Brookside Pre-school was registered in 1987. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday term time only. The pre-school also operates an out of school club and a holiday scheme during school holidays. Sessions are from 8.45am until 11.45am. A lunch club operates from 11.45am until 12.15pm and an afternoon session operates from 12.15pm until 3.15pm. The after school club operates from 3.30pm until 6pm and the holiday scheme operates from 8am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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