

Brooksite Under 5's

C/O Belper School, John O'Gaunts Way, BELPER, Derbyshire, DE56 0DA



Inspection date

17 March 2015

Previous inspection date

6 July 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 are safe at the pre-school because staff are vigilant in their supervision and implement vigorous safeguarding policies and procedures. The manager carries out detailed risk assessments to minimise hazards. Consequently, children are kept safe at all times.
- Children enjoy their play because staff plan activities around their preferences. Good quality information is recorded to support children's next steps in their learning. As a result, children make good progress.
- Staff adapt activities well to cater for children with special educational needs and/or disabilities and children who speak English as an additional language. As a result, all children make good progress given their starting points.
- Children are happy, confident and comfortable in their surroundings. Staff have developed strong relationships with children ensuring children's emotional well-being is promoted well.
- Staff promote physical development effectively. As a result, children are handling equipment efficiently and gaining good control and coordination of their bodies.
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It is not yet outstanding because:

- Children's play is sometimes interrupted. As a result, they are not always given sufficient time to pursue their learning or return to previous activities to complete them to their satisfaction.
- Staff do not always make the most of the opportunities to develop children's understanding of mathematics during everyday routines and activities.

What the setting needs to do to improve further

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

- enhance opportunities for children to consistently pursue their own learning, continue with their chosen play, revisit activities and complete the tasks to their satisfaction
- focus more precisely on encouraging children to use numbers, shapes and measurement in their play, in order to enhance their understanding of mathematics.

Inspection activities

- The inspector spoke to the children, staff, parents and held discussions with the manager.
- The inspector observed activities indoors and outside, including snack time.
- The inspector completed a joint observation with the manager.
- The inspector looked at children's assessment records, learning journey records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, the policies and procedures and the pre-school's action plan.

Inspector

Janice Hughes

Inspection findings

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

Children are confident and active learners. They instigate their own play as they investigate the activities on offer to them. Children concentrate and listen to instructions and stories well. As a result, they are gaining useful skills for the eventual move to school. However, at snack time staff interrupt children's learning. They clear away activities and sometimes introduce new ones. Consequently, staff do not give the children the time they need to complete, refine and finish what they are already doing. Teaching in the pre-school is effective and supports children's learning most of the time. Staff know the children well and provide good levels of challenge. However, staff do not always encourage the children to use mathematics in their play, for example, helping them recognise numbers or shapes in the environment. Children's interest in role play leads to them holding good conversations and extending their language skills well. Parents are actively involved in their children's learning and development.

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

Staff create a welcoming provision where all children blossom and thrive. Children are happy and content and show a good sense of belonging. Staff promote good hygiene procedures and encourage the children to use their self-help skills effectively. Gradual settling-in processes support children well in the move from home to the pre-school. Children are well behaved. They receive constant praise which boosts their self-esteem. They play harmoniously together, sharing toys and taking turns. This also helps in their preparation for school. There are good links with the host school. The manager discusses children's achievements with the teachers and passes on a summary of their learning. This helps to provide continuity in children's learning and care. Children are beginning to learn about healthy lifestyles. They take part in daily exercise and enjoy healthy snacks. Staff effectively teach children how to be safe.

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

Leadership is strong. The manager is experienced and passionate towards her role. She takes all reasonable steps to ensure she meets the requirements of the Early Years Foundation Stage. Recruitment arrangements are very good to ensure staff are suitable to care for children. The manager completes inductions, supervision sessions and appraisals with the staff to enhance their performance. She identifies staff's training needs sufficiently to broaden their continuous professional development. The manager monitors the children's progress thoroughly. She notices any gaps in their learning and closes them quickly. Consequently, children continue to make good progress over time. The manager and her team reflect critically and have identified the strengths and weaknesses of the pre-school. They have put together a detailed action plan and involved the parents and committee in the process. As a result, they are improving the quality of the service the pre-school offers. Partnerships with schools, local authority and outside agencies all contribute to providing continuity of care for children and their families.

Setting details

Unique reference number	206732
Local authority	Derbyshire
Inspection number	865426
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	18
Number of children on roll	51
Name of provider	Brooksite Under 5's Committee
Date of previous inspection	6 July 2009
Telephone number	07989 128155

Brooksite Under 5's was registered in 1975 and is run by a committee. The pre-school opens five days a week during school term only. Sessions are from 9am until 12noon from Monday to Friday and also 12.20pm until 3.30pm on Monday, Tuesday, Wednesday and Friday for pre-school children. The pre-school receives funding for free early education for two-, three- and four-year-old children. There are seven staff employed at the pre-school. Of these, six hold an early years qualification at level 3 and one member of staff is unqualified.

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