

Brailsford Pre-School

Brailsford Institute, Main Road, Brailsford, Derbyshire, DE6 3DA



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| Inspection date | 10 November 2015 |
| Previous inspection date | 12 October 2012 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|--------------|----------|
| | Previous inspection: | Satisfactory | 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

- Children are confident and happy in a friendly safe environment. The key-person system effectively helps to support children's emotional development.
- Staff complete accurate and precise assessments of children's progress. They identify children's next steps and gaps in their learning and provide activities to close the gaps.
- Children are developing good communication and language skills. They are expressive and confident during their play and interactions with the staff and each other.
- Effective partnerships with parents gives staff a clear picture of children's existing skills and interests. Staff keep parents well informed about children's development.
- The staff team demonstrates a strong commitment to providing high-quality provision. Staff attend regular training courses and use the knowledge and ideas gained to enhance children's learning and development.
- Children's physical development is good. They handle a variety of equipment efficiently and gain good control and coordination of their bodies. They balance and climb while playing outside and learn to throw skilfully.

It is not yet outstanding because:

- At certain times, for example when they go outside, staff interrupt children's learning and clear away activities. Staff do not always give the children the time they need to expand, refine and finish what they are already doing.
- Some activities, such as early morning group times and focused activities are not always well organised. Staff do not always sufficiently focus on extending children's learning to a higher level.
- Staff do not consistently promote and extend opportunities to develop children's early reading skills during play.

What the setting needs to do to improve further

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

- increase the opportunities for children to become deeply involved in their play and have uninterrupted time for them to explore, revisit activities and complete the chosen tasks to their satisfaction
- review the organisation of group activities and enhance the opportunities to effectively extend and challenge children's learning
- enhance opportunities for children to increase their early reading skills further, to help build on their early literacy development.

Inspection activities

- The inspector spoke to the children, staff and chair of the committee. She also held discussions with one of the managers.
- The inspector observed activities indoors and outside, including snack and group times.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment and learning records and planning documentation.
- The inspector spoke to some parents during the inspection and took account of their views.
- The inspector checked evidence of suitability and qualifications of staff working with the children. She sampled and looked at some of the policies and procedures and the pre-school's action plan.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding arrangements are effective. Children are safe and secure, and staff are vigilant in their supervision. Leadership is strong and there is a clear motivation to develop the quality of the pre-school. The management team, including the committee members, have high expectations as they accurately identify priorities for improvement. They demonstrate a strong commitment to improvement through effective self-evaluation, such as developing the outside environment further. They seek feedback from parents and children to help shape the pre-school. The management team, staff and committee members have worked hard since the last inspection. They have addressed all actions and recommendations from previous inspections well. The management team have in place effective monitoring procedures to check on children's progress and staff performance. Partnerships with the local school and local authority are well established.

Quality of teaching, learning and assessment is good

Staff are well qualified and experienced. They use their knowledge effectively to help promote children's learning. Overall, teaching is good. Staff interact in positive ways to extend children's learning. They provide a good range of quality learning experiences that are of interest to the children. Children are inquisitive, curious and have a positive attitude to their learning. They become engrossed in their play and are willing to try new things. Children enjoy hunting for magnetic numbers in the shredded paper and count how many they have found. They are excited as they match socks together and estimate how many straws they have. Children use their imagination well. They pretend to cook spaghetti and go shopping with their dolls. Children demonstrate they are happy and learning about the world around them. They thoroughly enjoy exploring the leaves in the garden. They throw and kick them and watch as the wind blows them away.

Personal development, behaviour and welfare are good

Staff provide a friendly, welcoming and well-resourced environment. Children develop strong and close attachments to staff. They demonstrate that they are settled and comfortable in their surroundings. Managers and staff are positive role models. Staff provide clear explanations to help children know what is expected and they behave well. Staff praise and encourage children regularly, which helps to boost their self-esteem and confidence. Children develop good social skills and relate well to the people around them. They consider each other's feelings and play cooperatively together. Children learn about keeping themselves safe and healthy. They enjoy exercise every day and serve themselves fruit at snack time. There are good links with children's future schools. Staff share valuable information about children's achievements. They help children to be aware of the changes and expectations in preparation for moving on.

Outcomes for children are good

All children make good progress relative to their starting points, this includes funded children. They are acquiring the key skills for future learning. Children learn to concentrate and listen, and are proud of what they achieve. Children develop increasing independence in self-care skills, such as personal hygiene routines and managing their clothing.

Setting details

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| Unique reference number | 206725 |
| Local authority | Derbyshire |
| Inspection number | 1028035 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Age range of children | 2 - 4 |
| Total number of places | 30 |
| Number of children on roll | 24 |
| Name of provider | Brailsford Pre-School Committee |
| Date of previous inspection | 12 October 2012 |
| Telephone number | 07718424664 |

Brailsford Pre-School was registered in 1980. It is run by a committee. The pre-school opens Monday to Friday, during term time only. Sessions are from 9.15am until 12.15pm. There are five members of staff. Of these, four hold an early years qualification at level 3. One member of staff is unqualified. The pre-school receives funding to provide free early years education for children aged three- and four-year-old children.

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