

Brookside Pre-School

Brookside Methodist Church, Gunthorpe Road, Peterborough, Cambridgeshire, PE4 7TG



Inspection date

12 May 2016

Previous inspection date

4 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- The manager and committee have successfully addressed the actions from their last inspection. Ofsted are aware of all members of the committee and their suitability has been checked. Access to the premises by members of the public has been reviewed and systems put in place to ensure unknown people cannot have unsupervised access to children.
- Staff quickly identify those children who require additional support in their learning and implement a focused teaching approach. Children regularly receive one-to-one care or engage in small-group work to specifically meet their individual targets for development.
- Parents consistently receive detailed information about their children's progress. They are aware of their children's next steps in their learning and how they can provide further support at home. Children take home books to read with their parents.
- Children develop warm, affectionate relationships with their key person and confidently approach them for guidance, support and reassurance. A welcoming and friendly atmosphere greets all children and their families.
- Staff know their individual key children well. Good quality observations and accurate assessments help staff to plan interesting and motivating activities that children enjoy.

It is not yet outstanding because:

- Some staff do not always fully challenge and extend children's learning in activities. As a result, they are not always encouraged to follow their own thoughts and ideas and think about and solve problems in their own way.

What the setting needs to do to improve further

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

- refine teaching techniques, so that staff consistently challenge children to enhance their thinking and solve problems and increase the potential for them to achieve the highest level in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Carly Mooney

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand what to do if they have concerns about children's welfare. They attend regular child protection training. The ongoing suitability of staff is regularly checked. Supervision meetings take place, helping to support staff in their roles. Staff's professional development is well supported and their practice is monitored. The manager regularly assesses information about children's individual learning and different groups of children. This ensures gaps are swiftly narrowed and children make good progress from their starting points. The setting has identified their strengths and knows where improvements can be made. Parents speak very positively about the setting and state that, 'Advice and support from staff have been invaluable'.

Quality of teaching, learning and assessment is good

Staff promote children's communication and language development well. They provide good, targeted support for children whom require intervention to strengthen their vocabulary and pronunciation of words. The youngest children enjoy listening to familiar stories. Staff enthusiastically use puppets to bring the stories to life. Older children thoroughly enjoy role play. They relish being princesses, clowns and firemen. Children are introduced to simple calculation through number songs. They are interested in different water activities. They explore ice and enjoy pouring water down guttering, racing to the end to catch the water in their hands as it pours out. Children hear mathematical language. They learn how to compare sizes. Children's early writing skills are developing well. They use brushes and water to make marks on the concrete in the garden. Staff work well with other settings children attend. Reception teachers visit the setting to start building relationships with children who will be attending their school.

Personal development, behaviour and welfare are good

Children are happy and settled. They enjoy the company of staff. Staff are positive role models for children. They teach young children valuable skills, such as how to take turns in activities. Children are kind and considerate towards their friends. They share resources independently, such as buckets in the sand pit, and work together well as they play. Children thoroughly enjoy outdoor play opportunities which contribute to their health and physical well-being. Children learn to become independent. They take care of their own self-care needs, such as toileting and dressing themselves for outdoor play. They spread scones with butter at snack time and pour their own drinks. Staff are well deployed to ensure that children are continuously supervised. Children move around independently and choose where they would like to play.

Outcomes for children are good

Staff observe and assess children's level of achievement, obtain information from parents and plan effectively for their learning. Children make good progress from their individual starting points. Additional funding for children is used effectively to support children's learning in the pre-school. Children are confident and have developed great friendships. They develop a range of key skills that prepares them well for their move to school.

Setting details

Unique reference number	256747
Local authority	Peterborough
Inspection number	1034679
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	52
Number of children on roll	42
Name of provider	Brookside Pre-School
Date of previous inspection	4 December 2015
Telephone number	07563721409

Brookside Pre-School was registered in 1983. The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications from level 2 to 5. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until midday. A lunch club is offered from midday until 1pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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