

Brookdale Pre School

Escolme Drive, Greasby, Wirral, Merseyside, CH49 1SE



Inspection date

7 June 2016

Previous inspection date

13 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- Leaders and staff work well with parents and other professionals to ensure that children who need extra support get this swiftly. Leaders regularly check children's assessments to make sure that any gaps in children's learning and progress are narrowing.
- Parents appreciate the regular feedback, good advice and the loan of resources to help them work with staff to make good any gaps in their children's learning.
- Children make good progress in all areas of learning and are prepared well for school. This is because staff skilfully plan activities to build on children's abilities. Children's move to the adjacent school is made easier by leaders' frequent contact with the Reception teacher to discuss assessments. Children visit their new classroom and share outdoor play sessions with their new classmates.
- Children's emotional well-being and good behaviour are supported well. They are becoming confident, motivated learners, keen to join in activities. They know why eating healthily and getting plenty of exercise is good for them and are developing good levels of independence as they tidy up and attend to their personal needs.

It is not yet outstanding because:

- Leaders recently started to observe staff working with children. However, they have already identified that this is not yet used consistently to help all staff build on their skills and qualifications.
- Leaders do not use the views of parents and staff sufficiently when evaluating the strengths and areas for improvement of the setting.

What the setting needs to do to improve further

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

- continue to improve arrangements to monitor the quality of teaching, in order to give staff feedback to build on their existing skills and qualifications
- improve arrangements to include the views of parents and staff in the evaluation of the setting's strengths and areas for improvement.

Inspection activities

- Her Majesty's Inspector (HMI) toured the premises. She observed the quality of teaching during activities in all areas of the pre-school including the outdoor areas and assessed the impact this has on children's learning.
- HMI held meetings with the manager and deputy and with the Reception teacher from the adjacent school. She also spoke with staff and children at appropriate times throughout the inspection.
- HMI carried out two joint observations with the manager who also joined HMI in most of the general observations of teaching and learning.
- HMI spoke to three parents during the inspection, and took account of their views. HMI tracked three children and viewed the assessments of five children.
- HMI reviewed evidence of staff's suitability, their qualifications, the staff training record and a sample of supervision records.
- HMI reviewed a broad range of documentation, including children's assessments, and the setting's self-evaluation form. HMI also sampled policies and procedures, including those supporting safeguarding and keeping children safe, such as accident records, risk assessments and fire safety records.

Inspector

Linda McLarty HMI

Inspection findings

Effectiveness of the leadership and management is good

Leaders have high expectations for children and staff, but know that observations of staff are not yet used consistently to help staff to improve further. Leaders work well with children's social services and other external professionals such as speech therapists to gain support for children with specific care needs, special education needs or disabilities. Where necessary, detailed written plans are made to smooth individual children's transition to school. Parents appreciate the regular feedback about their children's progress. They borrow equipment, for example to help them improve their children's mathematical skills at home. Safeguarding is effective. Staff have a good understanding of the circumstances which may put children at risk of harm. They can identify a range of possible indicators of harm and know how to refer concerns about children or adults. Self-evaluation is accurate, although it does not take account of the views of parents and staff.

Quality of teaching, learning and assessment is good

Staff provide stimulating activities specifically to develop children's abilities and build on their current interests. Consequently children concentrate well in activities such as listening to notes chimed on a Tibetan cymbal. Staff give children time to become engrossed in learning. For example children used an electronic tablet to observe and discuss a photograph of a crab. Children learned new words like 'pincer', counted the legs and were given good support with their pencil grip when they drew the crab. One child independently found the box of laminated names for children to copy. Good use is made of unexpected learning opportunities to enrich the educational programmes and promote simple science. For example, children were mesmerised listening to a chick 'pip' inside an egg and seeing the 'tooth' on the beak of a newly hatched chick, used to break out of the shell. Children talked confidently about the school's free-range hens recently eating the grass seed they had sown. Children used mathematical terms accurately when comparing the height of their sunflowers to those grown by children in other classes in the school.

Personal development, behaviour and welfare are good

Children learn about healthy eating, and show good manners as they share nutritious snacks like watermelon and pineapple, tidying away their plates independently. Children's physical skills are being extended well. They take-turns and follow instructions sensibly when running tag races on the school field. Children talk confidently about why it's important to drink when hot, and after exercise. They can explain why it is important to wash away germs before eating. Children frequently approach staff for cuddles or to share their excitement or concerns, indicating how safe and secure they feel.

Outcomes for children are good

Children, including those considered more likely to fall behind, make good progress in all areas of learning. Leaders check that these children are catching up. Children are developing good listening and speaking skills and are learning to socialise. They are developing good mathematical and early writing skills. They enjoy creative activities such as painting, bubble printing and acting out stories in the pirate-themed sand play.

Setting details

Unique reference number	306355
Local authority	Wirral
Inspection number	1051478
Type of provision	Full-time 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	36
Number of children on roll	47
Name of registered person	Brookdale Pre School Committee
Registered person unique reference number	RP911112
Date of previous inspection	13 July 2015
Telephone number	0151 522 0253

Brookdale Pre-School in the Greasby area of Wirral was registered in 1997. The setting employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 6 and three hold early years qualifications at level 3. The setting opens Monday to Friday, from 9am until 3.30pm, during term time only. The setting provides funded early education for two-, three- and four-year-old children. It also provides care for children in receipt of additional funding such as the Early Years Pupil Premium.

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