

Brooklyn Preschool Playgroup Ltd

Ryedale Community Leisure Centre, Bowling Lane, Norton, North Yorkshire, YO17
8EG



Inspection date	26 September 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The quality of teaching is of a very high standard and helps children make rapid progress in their learning. Well-qualified staff make the most of every opportunity to promote children's learning and development through fun and developmentally appropriate and exciting activities.
- A very well-embedded key-person system helps children to form very secure emotional attachments. This contributes highly effectively towards preparing children for their transitions, both in the pre-school and going on to school.
- Staff encourage younger children's developing language well. They engage them in singing songs, encouraging them to add the ending to a line of the verse.
- Staff make effective use of discussions and useful questions when they play alongside children. This encourages children to think, investigate and use language to explain themselves.
- Staff have developed good relationships with other professionals. This helps them to provide additional support for children with identified gaps in their learning and development.

It is not yet outstanding because:

- The information that is initially requested from parents about children's prior learning is not yet comprehensive enough.
- Staff have not explored a wide enough range of methods to help support parents to extend their children's learning at home.

What the setting needs to do to improve further

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

- enhance systems for obtaining more detailed information from parents about children's learning and developmental abilities on entry
- strengthen the two-way flow of information with parents that helps them to be involved in supporting their child's ongoing learning and development.

Inspection activities

- The inspector viewed all areas of the premises used by the children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector engaged in discussions with the staff and children throughout the inspection at appropriate times.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff fully understand their responsibilities to safeguard children in their care and know the procedures to follow if they have any concerns. They maintain a safe environment through assessing risks and good supervision. Robust procedures are in place for the recruitment of new staff to ensure they are suitable to work with children. The staff and committee members share a clear vision for the pre-school and are clear about their aims to support the self-evaluation process. This contributes towards staff continually improving the good service for children and their families. The manager regularly works alongside staff to evaluate their quality of teaching. She holds supervisions and appraisals with all staff and they are actively encouraged to attend training courses. This helps to further enhance their knowledge, skills and understanding which in turn benefit children.

Quality of teaching, learning and assessment is good

Staff follow children's interests to plan a balance of adult-led and child-initiated activities across all areas of learning. This contributes towards all children, including those who speak English as an additional language, making good progress. Staff regularly observe children and link these observations to the different areas of learning. Regular progress checks are in place for all children. Staff support children's mathematical development particularly well and they increase their awareness of numbers and size during daily activities. Staff uncover the new sandpit with children and talk about the marks they are making in the sand. Children enjoy trying to write their names and this helps to support their developing literacy skills.

Personal development, behaviour and welfare are outstanding

All children, especially those who are younger, develop exceptionally strong attachments to the staff who care for them. This is because of the genuine, nurturing and affectionate attention that staff give them. Children are clearly very happy and content in the pre-school, displaying high levels of motivation. Children gain a great sense of independence through the extremely accessible environment and through tasks that encourage them to do things for themselves. For example, children make and serve their own snacks. Children confidently explore different areas of the extremely well-resourced indoor and outdoor environment. Physical development is promoted very well and daily activities in the garden ensure they are active. Children behave excellently because staff provide a welcoming environment where children understand what is expected of them. The pre-school invites local schools to visit and requests visits to the schools. This supports children exceptionally well in readiness for their eventual move to school.

Outcomes for children are good

All children make good progress. They are keen to take part in and are curious about new experiences which support their future learning. For example, they explore and manipulate scented play dough. Children show care and concern for living things and they help to care and feed the pre-school pet. Children develop friendships, good social skills and become confident communicators.

Setting details

Unique reference number	EY488896
Local authority	North Yorkshire
Inspection number	1015173
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	54
Name of registered person	Brooklyn Pre School Playgroup Limited
Registered person unique reference number	RP529372
Date of previous inspection	Not applicable
Telephone number	01653696754

Brooklyn Preschool Playgroup Ltd was registered in 2015. The pre-school employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children and cares for children who speak English as an additional language.

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