

Brewery Pre-School

Brewery Arts Centre, Highgate, Kendal, Cumbria, LA9 4HE



Inspection date

4 October 2016

Previous inspection date

5 December 2013

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| 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 deputy manager work as a strong and effective leadership team. They are highly qualified, passionate and enthusiastic practitioners, who have children's best interests at the heart of everything they do. This helps all children to feel happy, valued and safe in the setting.
- Teaching is very good and sometimes outstanding. Where it is outstanding, staff promote language development, thinking and problem-solving skills extremely well. They use their very good knowledge of teaching and learning to help all children progress well.
- Children form extremely strong bonds with the setting staff. On arrival, children are keen to engage with staff who play with them and help them develop inquisitive minds and a desire to learn. This helps children embrace new learning experiences with confidence.
- Staff support children to develop a sense of belonging, to be kind and considerate to one another and to respect the learning environment. Children help each other and play cooperatively. Behaviour is excellent.
- The staff team have a shared vision of quality and are committed to continually developing the setting. Parents feel valued partners, and know that their views and those of their children are valued as part of the continuous drive for improvement.

It is not yet outstanding because:

- The professional development of staff is not yet focused closely enough on raising the already high-quality teaching even further.
- Information about children's abilities, gathered from parents is not always built on quickly enough to ensure that children make the most-rapid progress possible from the moment they start in the setting.

What the setting needs to do to improve further

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

- seek professional development opportunities for staff to complete which help raise the quality of all teaching to the highest possible level
- strengthen the use of information gathered from parents to more quickly assess children's attainment when they start in the setting and to build on this even more effectively.

Inspection activities

- The inspector viewed all areas of the building used by the setting.
- The inspector undertook a joint observation with the manager.
- The inspector observed children inside and outdoors and assessed the quality of teaching and learning.
- the inspector spoke to children, parents and staff during the inspection.
- The inspector viewed a range of documentation including, children's records, progress tracking information, health and safety policies and procedures, self-evaluation, training records, qualifications and suitability checks.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

The manager and her deputy work well with the committee to ensure that standards of care and education are high. Very good systems are in place for the recruitment, induction and supervision of staff. The recently appointed deputy manager has had a very positive impact on the setting. He has worked with the manager to review and improve many aspects of practice. Tracking is highly detailed and used to analyse individual and group progress. This information is used to excellent effect. For example, a well-being initiative has been introduced in response to analysis of data and observations of children. Although in its infancy, this is already making an impact and deepening children's understanding of the needs of others. The arrangements for safeguarding are effective. Staff have a very good understanding of child protection procedures and their responsibility to safeguard children's welfare. Health and safety policies and procedures are robust and evident in practice.

Quality of teaching, learning and assessment is good

Children are motivated and engaged learners, who explore and investigate the environment with enthusiasm. Staff encourage children to test out their ideas and use resources imaginatively. For example, children build towers, tunnels and different forms with washing up sponges. They question staff as they do this, confidently engaging in conversation as they make sense of the world. Very effective systems for observation, assessment and planning are in place. These help to ensure that children learn what they need to next. Prior learning and interests are built upon to deepen children's understanding. A recent dentist's visit has led to an experiment to test what happens when a tooth is immersed in a fizzy drink. Children make predictions that the tooth might melt as they help to pour the liquid over it. Parents receive regular and detailed updates about children's progress. This helps them effectively promote children's learning at home.

Personal development, behaviour and welfare are good

Children regularly spend time learning outside, connecting with nature, extending their physical skills and playing on a large scale. Staff teach children how to keep themselves safe and healthy and use tools and equipment with care. Children learn to understand and follow rules and routines. Character toys and empathy dolls help them to think about feelings from different perspectives. Staff help children to settle well when they start in the setting and work in partnership with parents to meet their care needs. Good communication with other professionals, schools and settings which children attend help to ensure individual needs are met.

Outcomes for children are good

All children make at least good progress. Children who have special educational needs or disability are extremely well supported and make rapid progress to meet age-related expectations. Funding is used wisely and its impact is analysed to ensure that it improves outcomes for children. Staff ensure that children develop skills, strategies and knowledge to cope very well with school or the next stage in their learning.

Setting details

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|--|------------------------------|
| Unique reference number | 317482 |
| Local authority | Cumbria |
| Inspection number | 1064076 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 3 |
| Total number of places | 20 |
| Number of children on roll | 9 |
| Name of registered person | Brewery Pre-School Committee |
| Registered person unique reference number | RP518429 |
| Date of previous inspection | 5 December 2013 |
| Telephone number | 01539 722 833 ext 215 |

The Brewery Pre-School was registered in 1971, is committee run and is situated in Kendal, Cumbria. The setting employs 3 members of childcare staff. The manager and deputy manager hold appropriate early years qualifications at degree level. The setting opens from Monday to Friday, term time only. Sessions are from 9am until midday each day and from 12.30pm until 3pm on Monday and Tuesday. Children can also attend lunch club between midday and 12.30pm. The setting provides funded early education for two-, three- and four-year-old children and supports children who have special educational needs or disability.

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