

Bradway Pre-School

Bradway Pre School Playgroup, The Annexe, Bradway Road, SHEFFIELD, S17 4QS



Inspection date

14 November 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children make good progress in their learning and development, including those in receipt of additional funding and those who speak English as an additional language. Children are developing a positive attitude towards learning, helping to prepare them for starting school.
- Staff observe and assess children's interests and progress effectively as they play. They plan carefully to support the next steps in children's learning. Staff follow children's lead well, allowing them to make choices and decisions. Children are self-motivated. They are developing good communication and language skills.
- The key-person system is firmly embedded and is used effectively to ensure that all children feel safe and secure in their surroundings. Behaviour is good. Staff set clear boundaries and are consistent in their expectation that children treat each other with respect and kindness.
- Effective support, regular supervision and continuous professional development opportunities help staff to increase their knowledge and skills. This helps to enable the enthusiastic staff team to work together successfully to maintain good standards for the children in their care.

It is not yet outstanding because:

- Staff sometimes answers questions too readily without giving children time to think and solve problems for themselves.
- Although the progress of individual children is carefully monitored, staff do not yet compare the progress made by different groups of children, to confirm that all groups are supported as well as possible to make the best progress they can.

What the setting needs to do to improve further

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

- provide children with more time to think, in order to encourage them to solve problems for themselves and extend their thinking skills even further
- compare the progress being made by specific groups of children, in order to confirm that all groups are being supported to make the best progress they can.

Inspection activities

- The inspector observed the quality of teaching during activities 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 pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Ruth Moore

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are confident about how to recognise the signs and symptoms of abuse and keep children safe from harm. They are knowledgeable about the procedures to follow if they have any concerns about a child's welfare. Thorough recruitment procedures help to ensure staff are suitable to work with children. Staff are well deployed and the manager ensures adult-to-child ratios are maintained effectively. Children, parents and staff evaluate the quality of the pre-school regularly. Targets for development are focused on improving outcomes for children. Parents speak highly of the pre-school and praise how effectively staff communicate with them. They are extremely happy with the service provided.

Quality of teaching, learning and assessment is good

Staff make the most of children's interest and enthusiasm to help them continue to learn once the aim of planned activities has been achieved. Children thoroughly enjoy making pretend cakes from recipe books. They are very sociable and talk happily to each other about the ingredients they will need. Partnerships with parents are well established. There are good two-way systems for sharing information about children's individual needs and achievements. Staff keep parents well informed about how their children are developing and give them ideas about how to support their child's learning at home.

Personal development, behaviour and welfare are good

The pre-school environment is bright and stimulating. Children are offered a wide range of resources to support their learning. They are highly motivated and explore freely during indoor and outdoor play. Children are comfortable and confident with adults and peers. Children learn about healthy lifestyles. They enjoy a range of healthy and nutritious snacks. Outside, children explore playground equipment, play hide and seek games and ride on vehicles and bicycles. Children relish making trailers and exploring under wooden toadstools to look for worms. Children are supported effectively in moving on in their education. Good links with the local school mean that information about children's achievements is shared effectively, promoting continuity of care and learning.

Outcomes for children are good

Children benefit from a wealth of opportunities that support their all-round development. They make consistently good progress from their starting points. Children are curious and imaginative as they observe, explore and discover how things work and change. They delight in investigating how a Jack-in-the-box works and in singing songs and rhymes. Children are confident, keen and resourceful learners who show a lively interest in new experiences. They are developing good independence and key skills, helping prepare them well for their next steps in learning and eventual move on to school.

Setting details

Unique reference number	EY481053
Local authority	Sheffield
Inspection number	989053
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	39
Name of registered person	Bradway Pre-School
Registered person unique reference number	RP533923
Date of previous inspection	Not applicable
Telephone number	07907115436

Bradway Pre-School was registered in 2014. The pre-school employs 13 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. Four hold appropriate early years qualifications at level 2. The pre-school opens from Monday to Friday, during term time. Sessions are from 8.50am until 2.50pm.

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