

Brookside Pre-school

Gusford School Grounds, Sheldrake Drive, Ipswich, Suffolk, IP2 9LQ



Inspection date

6 June 2017

Previous inspection date

17 March 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Planning does not identify and target what individual children, particularly those in receipt of additional funding, need to learn next to promote their good or better progress. The management team has not ensured that additional funding is used effectively to narrow gaps in children's learning.
- The management team has not established effective arrangements for supervising staff. Staff do not have regular opportunities to share ideas, discuss sensitive issues and work together more successfully to promote the interests of children.
- The management team has not implemented a successful way of monitoring and evaluating the quality of practice that takes account of the views of staff, parents and children.

It has the following strengths

- Staff use some high-quality teaching skills. They ask children questions that encourage them to think of their own responses and work out their own ways of doing things.
- Children enjoy playing with a stimulating range of activities, both inside and out, that captures their interests and promotes their enthusiasm for learning. Children play together well. They share ideas and are learning to take account of each other's views and feelings.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure planning identifies and targets all children's needs, particularly those children in receipt of additional funding, and ensure all staff work together to close any gaps and help each child make good, or better progress 	07/07/2017
<ul style="list-style-type: none"> ■ establish effective arrangements for supervising staff to foster a culture of mutual support and continuous improvement which promotes the interest of all children. 	07/07/2017

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

- develop effective systems of monitoring and evaluating the quality of practice that take account of the views of staff, children and parents to help improve the quality of the setting.

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 evaluation of an activity with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to staff and children during the inspection. She spoke on the telephone to the chairman of the management committee.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Gill Thornton

Inspection findings

Effectiveness of the leadership and management requires improvement

The management team has not ensured that additional funding is spent effectively to help identify and quickly close any gaps in children's learning. Key persons, who know individual children well, have not been involved in identifying how this funding can be spent to support children and promote their good progress. Staff attend local authority training opportunities to help them keep their knowledge and skills up to date. However, the manager does not provide staff with effective supervision opportunities to help them work together more effectively to plan for children's future progress. Safeguarding is effective. Staff have attended relevant training and know the action to take to protect children and keep them safe from harm.

Quality of teaching, learning and assessment requires improvement

Key persons use observation and assessment to identify what children need to learn next. However, planning does not reflect their knowledge of individual children's needs to help staff work together to promote good or better outcomes for all children. Staff work with parents to involve them in their children's learning. Parents value being able to view children's online assessments. They praise staff for their help and support, and comment on the close bonds children have made with their key person. Children enjoy taking part in activities that take account of their individual interests. For example, they excitedly talk about the skittles they made at pre-school and how they have been playing with them at home.

Personal development, behaviour and welfare require improvement

Although children are happy and enjoy the activities provided, some children do not always receive effective support to extend their learning. Children settle well and form close relationships with staff and each other. On arrival, they are eager to explore the activities provided. For example, they excitedly call to their parents to come and see the eggs in an incubator. They take part in well established, whole group activities. For example, they listen and join in with favourite stories and songs. Staff use consistent reminders to help children understand the expected rules of behaviour. Staff follow appropriate procedures to promote children's understanding of the importance of good hygiene routines.

Outcomes for children require improvement

Not all children make good enough progress. Some children do not benefit from targeted support to promote their learning. Children develop some of the basic skills to support their move on to school. For example, they develop independence and learn to manage their own personal care. Children show kindness and concern for others. Older children are learning phonics and are beginning to write their own names. Children enjoy playing outside and are curious about the world around them.

Setting details

Unique reference number	251427
Local authority	Suffolk
Inspection number	1090280
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 - 11
Total number of places	30
Number of children on roll	61
Name of registered person	Brookside Pre-School Committee
Registered person unique reference number	RP523478
Date of previous inspection	17 March 2015
Telephone number	01473604238 or 07956 254213

Brookside Pre-school registered in 1987. The setting employs seven members of childcare staff. All staff hold appropriate early years qualifications ranging from level 2 to level 6. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am to 3.15pm. The setting also provides out-of-school care. An after-school club runs from 3.30pm to 6pm during term time and a holiday club runs weekdays during school holidays from 8.30am to 4.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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