

# Brierfield Pre School

Brierfield Community Centre, 21 Colne Road, Brierfield, NELSON, Lancashire, BB9 5HW



## Inspection date

Previous inspection date

5 July 2017

30 January 2014

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:

- The provider has not ensured that the risk assessment programme takes account of the potential risks associated with the only first-aid qualified member of staff being absent.
- The monitoring of staff performance is not effectively addressing the inconsistencies in the quality of teaching. This does not ensure that all children make the progress they are capable of.
- Staff do not always make effective use of information they gain from their observations of what children can do to consistently plan for their next stage of development.
- Systems for self-evaluation have not been rigorous enough to maintain the high quality of the setting that was previously achieved.

### It has the following strengths

- Children are happy and generally engaged in activities they enjoy. Staff know children well and plan activities that link to children's interests.
- Parents comment positively about the care and learning activities their children experience. They are able to support children's learning at home through the book library scheme and comment on their enjoyment and interest in the stories.
- Children have access to a good range of resources and move freely around the room, making their own choices about what they play with.
- Partnerships with the local school are good. This helps children make the transition to school and settle in ready to learn.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ improve the risk assessment programme to ensure that risks associated with staff absence are identified and addressed promptly	20/07/2017
■ ensure that supervision provides effective support, coaching and training for staff in order to drive improvements in the quality of teaching	20/07/2017
■ improve teaching so that staff consistently plan challenging experiences for children that help them to build on what they already know and make quicker progress in their learning.	20/07/2017

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

- implement a rigorous process for self-evaluation that uses challenging criteria in order to further improve the quality of the provision.

### Inspection activities

- The inspector observed activities indoors and in the outdoor play area.
- The inspector completed a joint observation with the manager.
- The inspector spoke with parents and took account of their views.
- The inspector spoke with staff and children at appropriate times during the day and held a meeting with the manager.
- The inspector looked at a range of documentation, including policies and procedures and evidence of staff suitability to work with children.

**Inspector**  
Linda Shore

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Although there is a risk assessment programme in place, it is not fully comprehensive. For example, the provider has not considered the risks associated with having only one member of staff who is qualified in first aid and nobody to cover in her absence. Risk assessments are effectively implemented for the environment to help keep children safe. Safeguarding is effective. Staff have a good knowledge of how to identify the signs that children could be at risk of harm. They know the procedures to follow if they have concerns about a child. The manager conducts supervision meetings with staff. However, she does not always focus on the areas that require improvement and not all children are making enough progress. Systems for self-evaluation do not identify weaknesses in practice.

### **Quality of teaching, learning and assessment requires improvement**

Staff do not always support children's learning well enough. Staff observe and assess children's stage of development and know children's interests well. However, they do not always use the information from these assessments well enough to plan and build on children's individual learning needs. As a result, activities do not always challenge children enough to make good progress. That said, staff are enthusiastic when they play with children and story time is particularly engaging and fun. Interactions with children are warm and positive and staff encourage children to join in with activities. Staff also help children who have special educational needs and/or disabilities or English as an additional language to close gaps in their learning, in partnership with other professionals.

### **Personal development, behaviour and welfare require improvement**

Weaknesses in leadership and management mean that children's safety cannot always be assured. Children have a key person who takes responsibility for building secure relationships with children and parents and meeting children's individual needs. Staff provide a welcoming environment and children are happy, well behaved and confident with all staff. Staff are good role models and teach children the importance of good hygiene. Children learn about healthy lifestyles and develop their independence skills in preparation for school. They enjoy healthy snacks and confidently choose their own food and pour their milk from a jug.

### **Outcomes for children require improvement**

Weaknesses in the quality of teaching means that not all children are consistently making enough progress in their learning and development. Nevertheless, children are learning some of the skills they will need to prepare them for their eventual move to school. Children learn to play together in small groups and can communicate their needs and ideas. They learn mathematical skills and match colours, sort objects and count how many they have.

## Setting details

<b>Unique reference number</b>	EY386421
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1088071
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Debra Louise Bradshaw
<b>Registered person unique reference number</b>	RP908791
<b>Date of previous inspection</b>	30 January 2014
<b>Telephone number</b>	07796313976

Brierfield Pre School re-registered under a new individual in 2008 and is in Brierfield, Lancashire. The pre-school operates from Monday to Thursday during term time only. Sessions run from 9.15am to 11.45am and from 12.45pm to 3.15pm. A lunch club is offered where children attend a morning and afternoon session. The pre-school employs six members of staff, five of whom hold appropriate early years qualifications at level 2 to 5. The nursery provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language and children who have special educational needs and/or disabilities.

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