

Brighstone Pre-School

BRIGHSTONE C OF E PRIMARY SCHOOL, New Road, Newport, PO30 4BB



Inspection date	20 March 2018
Previous inspection date	4 April 2014

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 have a clear vision for the future of the pre-school. They regularly evaluate the service offered and develop action plans to help them improve. The views of parents and children are considered and acted on wherever possible.
- Children build close relationships with their key person. Staff are warm and caring, and create an inclusive and welcoming environment for all children. This helps children to develop strong emotional attachments and forge close friendships with one another.
- Staff make accurate observations and assessments of children's progress. The manager precisely monitors these to identify any gaps in children's learning.
- Partnerships with parents are strong. Staff regularly share information with them about their child's learning and care, and support them to continue with their child's learning at home. Parents speak very highly of the pre-school. They say that they especially like the online information sharing, that staff are friendly and children are learning the skills they need for school.

It is not yet outstanding because:

- The manager does not regularly monitor the quality of teaching. Consequently, some staff do not consistently extend children's learning or organise group activities well enough to ensure that children are interested and motivated to join in.
- Although staff have opportunities to enhance their knowledge in some areas, these are not specifically focused to help them develop their teaching skills to an outstanding level.

What the setting needs to do to improve further

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

- implement ways to monitor staff's practice so the quality of teaching is consistent
- find even more ways to enhance staff's professional development to improve practice and raise the quality of teaching to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors, and assessed the impact this has on children's learning.
- The inspector completed two joint observations with the pre-school manager.
- The inspector held a meeting with the pre-school manager and deputy. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to some parents and children during the inspection and took account of their views.

Inspector

Becky Johnson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have attended safeguarding training and are aware of the signs and symptoms that may indicate a child is at risk of harm. They have a thorough understanding of the procedures to follow to report any concerns about children's welfare. They know that it is their duty to prevent children from being drawn into situations that may put them at risk of significant harm. The manager represents all of the pre-schools on the island on the Local Safeguarding Children Board. A visitor's checklist is completed on arrival, which ensures that their identity is scrutinised and includes information on the use of mobile phones. Staff work closely in partnership with the host school. They hold moderation meetings with the teachers, and teachers visit the pre-school so that children become familiar with them before they move on to school. Pupil premium funding is spent appropriately to support children in the areas where it is most needed.

Quality of teaching, learning and assessment is good

Children eagerly investigate the ice that they find in the outdoor area. Staff extend their learning as they ask them where the ice has come from, what it feels like and what happens if it melts. Children know that the ice is there because of the recent snow and that it turns to water when the sun shines. Children's mathematical skills are exceptionally well supported. They correctly match numbers up to five on plates, cutlery and mugs as they lay a rug for a pretend picnic. Older children can count to 20 and beyond and know that if they take one away from 10 they are left with nine. Children develop literacy skills and they listen to stories told with intonation and expression by staff. They join in with familiar phrases and match actions to words as they pretend to squelch through mud to find a bear's cave.

Personal development, behaviour and welfare are good

Staff are well aware of the care needs of younger children. They know when they are tired and want to rest, and offer them comforting cuddles if they become upset. Good information sharing with parents before children start enables staff to implement home routines, helping children to settle quickly. Children's health is given high priority. They enjoy snacks of fresh fruit and staff talk to them about why they should eat healthy foods. Children behave well. They are kind to each other, learn to share and take turns.

Outcomes for children are good

All children make good progress from their initial starting points. They learn the skills that will help them when they move on to school. Children develop their mathematical skills as they fill buckets attached to weighing scales with different objects and try to make them balance. They learn to balance on objects, such as stilts, logs and crates, and copy staff as they hold their arms out to the side to stop themselves wobbling. Children practise their early mark making as they use paintbrushes and water to clean toy cars and make marks on the shed and paving stones. Older children carefully write their names on their pictures.

Setting details

Unique reference number	EY470064
Local authority	Isle of Wight
Inspection number	1069842
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 11
Total number of places	45
Number of children on roll	33
Name of registered person	Niton Pre-school
Registered person unique reference number	RP524026
Date of previous inspection	4 April 2014
Telephone number	01983741461

Brighstone Pre-School registered in 2013 and is one of two provisions run by a private provider. The pre-school employs seven members of childcare staff. Of these, all hold appropriate early years qualifications to at least level 3, including one at level 4. The pre-school opens from Monday to Friday, for 44 weeks of the year. Sessions are from 7.30am until 5.30pm. The pre-school operates a before- and after-school provision from 7.30am until 8.20am and from 2.45pm until 5.30pm. A holiday club runs in some school holidays from 8.00am until 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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