

Brookside Pre-school

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



Inspection date

21 March 2018

Previous inspection date

6 June 2017

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The management committee has not ensured that Ofsted has received all the necessary information so that it can make a decision about the suitability of all committee members. Ofsted has not been notified of the appointment of new members.
- Detailed information is not consistently gathered from parents about what children know and can do on entry, to help staff plan for children's future learning more effectively from the outset.
- Although staff confidently promote children's counting skills, they miss some opportunities to extend children's knowledge of other aspects of mathematics.

It has the following strengths

- Staff have addressed weaknesses identified at the last inspection effectively to improve outcomes for children. Children's individual learning needs are now successfully identified and planned for to promote their good progress.
- Staff use consistently good-quality teaching skills to help children develop the skills and attitudes to prepare them well for their future move to school. Children are enthusiastic learners who are eager to try new activities and experiences.
- Staff place a strong focus on promoting children's good health and their understanding of how to lead a healthy lifestyle.
- Children who speak English as an additional language are very well supported in the pre-school.

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

- ensure Ofsted is provided with the necessary information to make a decision about the suitability of committee members to fulfil their role. 11/04/2018

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

- make full use of parents' knowledge of what their child knows and can do on entry, to help more quickly establish children's starting points and plan for their future learning from the outset
- strengthen the teaching of mathematics, particularly space, shape and measures.

Inspection activities

- The inspector observed the quality of teaching indoors and outside and assessed the impact on children's learning
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the deputy manager and spoke to the chair of the management committee on the telephone.
- The inspector spoke to staff and children during the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Gill Thornton

Inspection findings

Effectiveness of the leadership and management requires improvement

Although all current committee members hold appropriate Disclosure and Barring Service checks, they have not provided Ofsted with the necessary information about their suitability. However, they do not have unsupervised contact with children or have sole responsibility in making decisions that affect children's well-being. Since the last inspection, staff have worked closely with local authority advisers to improve the pre-school. All staff now benefit from regular supervision meetings and opportunities to observe each other's practice. Staff have also received training on observation and assessment. The deputy manager has introduced a successful system of tracking children's progress. This has helped key persons identify and close emerging gaps in children's learning. Safeguarding is effective. Staff are confident about the action to take if they are concerned that a child is at risk of harm.

Quality of teaching, learning and assessment is good

Staff provide a wide range of stimulating learning experiences. They place a strong focus on extending children's knowledge of each other's cultures and those outside their immediate experience. Staff encourage children to be kind and caring towards each other. They give a high priority to promoting children's language and communication skills. Staff use effective strategies, such as repeating back what a child says to reinforce the correct pronunciation of words. Parents are very complimentary about the pre-school. They praise staff for their dedication and support. Staff work very closely with families of children who speak English as an additional language, to promote their home language and their use of spoken English. Staff regularly review the learning environment and identify changes to improve outcomes for children.

Personal development, behaviour and welfare are good

Staff support children's well-being very effectively. Children develop strong attachments to their key person. Younger children seek their key person out for their one-to-one attention. Staff follow well-established hygiene routines, such as when changing nappies. Staff are patient and encourage children's independence. Children enjoy lots of physical exercise. For example, they enthusiastically take part in fun music and movement sessions. Staff promote children's understanding of the effects of exercise on their bodies. Children choose to spend much of their day in the well-resourced outdoor area.

Outcomes for children are good

Children develop the key skills to promote the next stage of their learning. They are confident and self-assured in their interactions with adults and each other. Children enjoy taking responsibility for small tasks, such as washing up their cup and plate after snack time. Children are curious and imaginative. They delight in making marks with different resources. For example, they excitedly show each other what happens when they squirt water from large syringes against a wall.

Setting details

Unique reference number	251427
Local authority	Suffolk
Inspection number	1100536
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 - 10
Total number of places	30
Number of children on roll	56
Name of registered person	Brookside Pre-School Committee
Registered person unique reference number	RP523478
Date of previous inspection	6 June 2017
Telephone number	01473604238 or 07956 254213

Brookside Pre-school registered in 1987. It employs seven members of childcare staff, all of whom 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 pre-school also provides out-of-school care. An after-school club runs from 3.30pm to 6pm during term time and a holiday club runs on 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.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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