

# Brierfield Pre School

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



## Inspection date

Previous inspection date

7 June 2018

5 July 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Staff plan effectively for children's learning and children are motivated to learn in a stimulating and well-resourced environment. This results in children making good progress in their learning and development.
- The key person system is effective. Staff know the needs of their key children well including the next steps in their learning. As a result children's individual needs are well met.
- Parents comment positively about how happy their children are to attend and about the progress their children are making at the setting.
- Children are learning about healthy lifestyles through a healthy hero's scheme. They learn about the importance of exercise and healthy eating to promote their good health.
- Children's developing independence is encouraged, for example as they learn to put on their own coats. This helps to prepare them for the next stage in their learning and education.

### It is not yet outstanding because:

- Regular staff supervision provides opportunities for staff to discuss their professional development. However these meetings are in their infancy and need to be further developed to continually improve practice.
- Currently the role of the deputy is vague and requires clarification, so that individuals undertaking the role know how to be fully effective in the manager's absence.

## What the setting needs to do to improve further

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

- Continue to provide opportunities for staff to discuss their learning and professional development, through continued support and regular one to one meetings. This will enable staff to continually develop resulting in improved outcomes for children.
- Develop the role of the deputy so that individuals undertaking this role have the knowledge to take charge in the absence of the manager.

### Inspection activities

- Ofsted carried out this inspection as a result of a risk assessment, following information received about the provision.
- The inspector completed a joint observation with the manager.
- The inspector spoke to children, staff and the manager at appropriate times during the day.
- The inspector spoke to parents and took account of their views.
- The inspector observed children engaged in a variety of activities, including outdoor play.
- The inspector viewed a sample of policies, procedures and documents relating to the management of the setting.

### Inspector

Ann, Theresa Flynn

## Inspection findings

### Effectiveness of the leadership and management is good

Since the last inspection the provider has shown commitment to improving the setting. Practice has been effectively revised and staff training completed, which has resulted in improved outcomes for children. Safeguarding is effective. All staff have completed safeguarding training, equipping them with a good understanding of the signs of abuse and how to refer concerns. This helps to keep children safe from harm. Regular supervision of staff is undertaken, however this is in its infancy and needs to be developed further to continually promote the professional development of staff. Children's progress is effectively monitored and any gaps in children's learning and development are quickly identified and acted up on. This ensures children are well supported in their learning and readiness for school. Currently the role of the deputy is not as clear as it could be and this limits its effectiveness in the absence of the manager.

### Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff are well deployed and interact with the children in a purposeful way, effectively supporting their learning and development. The key person system works well and staff know how to meet the individual needs of their key children. The environment is well resourced and a range of fun and purposeful activities are provided, based on children's interests. Children's early literacy skills are developing through the varied range of mark making resources provided. Their interest in books is further ignited through the successful book lending scheme, which helps to further involve parents in children's learning at home. Effective observations and assessments of children's learning are regularly undertaken, which helps to inform precise planning, resulting in children making good progress from their starting points.

### Personal development, behaviour and welfare are good

Children learn to behave well through staff's consistent explanations of sharing and taking turns. They learn about how to stay healthy through their healthy hero's scheme, developing their knowledge and understanding of why it's important to brush their teeth, exercise regularly and eat foods which are good for their bodies. Children are learning to be independent as staff encourage dressing up in school uniforms in the role play area, which promotes their readiness for school. Partnership with local schools are good and the sharing of information about children's learning helps with the smooth transition to school. Parents spoke positively about the staff, the activities and about how happy their children are at the setting.

### Outcomes for children are good

Children are making good progress in their learning and development from their starting points. They are learning about similarities and differences and about the community in which they live. The setting has developed positive relationships with external agencies, accessing support for children who may have special educational needs (SEN) and/or disabilities. Children display good levels of confidence and motivation and are acquiring the key skills required for success in later life.



## Setting details

<b>Unique reference number</b>	EY386421
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1135672
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Debra Louise Bradshaw
<b>Registered person unique reference number</b>	RP908791
<b>Date of previous inspection</b>	5 July 2017
<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 for children who attend both a morning and afternoon session. The pre-school employs six members of staff, four of whom hold appropriate early years qualifications at levels 3 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 SEN and/or disabilities.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

