

Brandon Preschool

The Brandon Centre, Bury Road, Brandon, Suffolk IP27 0BQ



Inspection date	16 January 2019
Previous inspection date	27 March 2018

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

- Managers have made good progress to address the actions set at the last inspection to bring about improvement. For example, they have implemented a robust system of staff supervision. This effectively supports the continuous improvement of staff practice which, in turn, improves outcomes for children. Staff have regular opportunities to share good practice with their colleagues.
- Staff establish friendly and trusting relationships with parents. Parents are kept well informed about how well their children are learning and developing. Parents say that they are happy with the service provided. They appreciate the support and advice offered by staff regarding child-rearing practices.
- The quality of teaching is good and supports children well as they play, learn and develop the key skills needed for school. Staff enthusiastically support children's natural instincts to discover and explore.
- Children are happy and settled. They feel safe and secure in their relationships with staff. They develop close emotional attachments, confidently seeking out staff to share in their play. Staff are caring towards the children.
- Staff do not collect information quickly enough about what children already know and can do when they first start in the setting. This means that they are not able to immediately plan for the next steps in children's learning.
- Staff's checking of children's progress is not rigorous enough to ensure that children are making the best possible progress that they can across all areas of learning.

What the setting needs to do to improve further

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

- collect information in a more timely way about what children already know and can do when they first attend the setting, to enable staff to immediately plan for the next steps in their learning
- strengthen how children's progress is monitored to ensure that they are making the best possible progress across all areas of learning.

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 spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke with a small number of parents during the inspection and took account of a written testimonial.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of leadership and management is good

The manager is new to the post. She has high expectations for the provision of a high-quality care and learning experience for all children. The manager has an action plan to bring about continuous improvement to the quality of care and learning for all children. Staff are enthusiastic and work well together as part of a friendly and motivated team. They have regular opportunities for training, to improve their practice. For example, staff have completed training in supporting children who speak English as an additional language. They have implemented what they have learnt to promote a better learning experience for these children. Safeguarding is effective. Staff are confident about the process to follow if they have concerns about a child or if an allegation was made against a member of staff.

Quality of teaching, learning and assessment is good

Staff provide a good range of activities, indoors and outside, that promotes all areas of learning. Good attention to planning for outdoors helps ensure that those children who learn best from being outside are able to do so. Staff plan interesting and stimulating activities that are rooted in children's interests. Their teaching stimulates children's enthusiasm for learning through play. For example, when children build a den and encounter difficulties in getting it to stay up, staff support their motivation to persist and seek solutions for themselves. Staff engage children in conversation, challenge their thinking and give them time to consider questions before answering.

Personal development, behaviour and welfare are good

Staff know the children well. Each child has a named person to take responsibility for their care and learning needs. Staff are good role models. They are calm, gentle and treat children with positive regard. Children behave well and develop good friendships with each other. They respond well to the high expectations of staff and learn to negotiate the use of toys and resources well. Staff gently remind children about keeping themselves and others safe, such as the importance of not throwing toys. Staff effectively support children to develop a positive sense of themselves. Children are encouraged to develop positive attitudes to each other. Staff support children to learn about the wider world beyond their own experiences.

Outcomes for children are good

Children develop the key skills needed to be ready for school. They are enthusiastic learners who confidently lead their own play. Children develop self-care skills. They readily manage their personal hygiene needs relevant to their age and stage of development. Children understand that print carries meaning. Older children are beginning to recognise initial sounds and write letters from their first name. They readily use mathematical language as they play.

Setting details

Unique reference number	251423
Local authority	Suffolk
Inspection number	10084846
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 5
Total number of places	30
Number of children on roll	76
Name of registered person	Brandon Pre-School Playgroup Committee
Registered person unique reference number	RP906831
Date of previous inspection	27 March 2018
Telephone number	01842 810913

Brandon Preschool registered in 1997. The setting employs 10 members of childcare staff, nine of whom hold relevant early years qualifications at level 2 or above. The setting opens from Monday to Friday during term time only. Sessions are from 8.30am until 11.30am and 12.30pm until 3.30pm. A lunch club operates from 11.30am until 12.30pm. A breakfast club operates from 8am until 8.30am. The setting receives funding to provide free early education for two-, three- and four-year-old children.

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