

Brookdale Pre School

Escolme Drive, Greasby, Wirral, Merseyside CH49 1SE



Inspection date	16 January 2019
Previous inspection date	7 June 2016

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

- The dedicated manager and her supportive staff are passionate about the pre-school and evaluate the provision in detail. They value the opinions of others, including parents, and use these when making decisions on enhancing the provision further. For example, a home link book has been introduced in response to parents' requests.
- Staff develop strong partnerships with parents. Parents speak highly of staff and the quality of the care and information provided. Parents are kept fully informed of their children's progress and appreciate the newsletters and ideas to support children's learning at home. For example, they describe helping children to look for numbers in the environment and supporting children to complete their personal home challenge.
- There is a rigorous system for monitoring all children's progress. This effectively identifies areas where children are developing at a slower rate than their peers. Staff work in partnership with other professionals and implement appropriate strategies to help children to catch up. This supports all children to make good progress.
- There is a sharp focus on helping children to develop their mathematical skills. For instance, younger children enjoy matching shapes as they explore jigsaws. Older children count the number of children present at circle time and estimate if there are more boys or girls.
- Staff support children's emotional well-being well. They provide a warm, welcoming environment where children settle quickly. Children enjoy joining in with yoga sessions and know that breathing slowly and deeply will help them to relax.
- On occasions, staff do things for older children that they can do for themselves.
- Staff do not consistently gather sufficient information from other early years provision that children attend, to fully support an effective shared approach to children's learning.

What the setting needs to do to improve further

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

- provide more opportunities for older children to do things for themselves, to enhance their self-care skills
- devise better ways of gathering information from other early years provision that children attend, to support a consistent approach to children's learning.

Inspection activities

- The inspector observed the quality of teaching, evaluated an activity with the manager and discussed the impact on children's learning.
- The inspector interacted with children and staff at various times during the inspection.
- The inspector examined a sample of relevant documents and evidence of the suitability of staff.
- The inspector discussed children's learning and progress with the manager and key persons, including children's next steps and interests.
- The inspector spoke to parents and took their views into account.

Inspector
Sue Smith

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure understanding of signs that may indicate a child is at risk of harm. They confidently describe the procedures to follow if they have concerns. The manager completes regular audits to ensure that safeguarding knowledge is up to date. The manager has an effective system for supervision and monitoring the quality of staff performance. Staff are well qualified and actively seek to continue their professional development to enhance the already good teaching across the pre-school. This has a positive impact on children's learning. For example, recent training on emotions has helped staff to support children to explore and acknowledge their feelings.

Quality of teaching, learning and assessment is good

Experienced staff provide a range of well-planned activities to help promote children's learning in all areas. As children enjoy participating in 'dough disco', staff use words, such as 'squeeze' and 'roll', to describe what they are doing. Children giggle as they 'splat' the dough flat, commenting that, 'It looks like a pizza'. As they tidy up, children discuss the dough ball growing as they add more dough to it and observe that the big ball is heavier than the small ball. Staff help children to gain an understanding of how things change over time. For example, staff talk about the dough being cold at the start of the activity and warm when the activity ends. As children enjoy exploring ice, staff ask them to consider what will happen to the ice if the weather is warm.

Personal development, behaviour and welfare are good

Staff make good use of books to help children learn about other families and communities in the world. For instance, as children talk about their holidays, staff skilfully follow their interest by finding a book about children from other countries. Staff support them to find images of children from the country they visited. They discuss the differences between the clothes they are wearing and those of the children in the book. Staff help children to adopt a healthy lifestyle. This is illustrated when they encourage children to wash their hands before eating and offer healthy food at snack time. Children have good opportunities to be active. This is demonstrated when they enthusiastically join in with action rhymes and balancing activities indoors, and enjoy using tricycles in the outdoor area. Staff have clear boundaries and use different strategies effectively to promote positive behaviour.

Outcomes for children are good

Children develop the key skills they need for their next stage of learning, and are confident, curious learners. They happily greet visitors and tell the inspector, 'My mum has red hair like you'. Children learn to solve problems, such as how to fit the car through the door of the castle. Younger children begin to recognise their name and enjoy mark-making activities. Older children use their imagination to write stories and proudly tell staff, 'This is my book'. This helps children to learn that written words have meaning.

Setting details

Unique reference number	306355
Local authority	Wirral
Inspection number	10066945
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	36
Number of children on roll	42
Name of registered person	Brookdale Pre School Committee
Registered person unique reference number	RP911112
Date of previous inspection	7 June 2016
Telephone number	0151 522 0253

Brookdale Pre School registered in 1997. The pre-school employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 6 and three hold level 3. The pre-school opens Monday to Friday, from 9am until 3.30pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

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