

Brave Kids Pre-School

The Hope Conference And Community Centre, Watson Street Works,
Watson Street, Oswaldtwistle, Accrington BB5 3HH



Inspection date	20 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children's emotional well-being and sense of self-worth are fostered exceptionally well in this inclusive and nurturing pre-school. Staff support children's health and medical needs highly effectively. They manage behaviour in a sensitive way that helps children to develop a strong understanding of responsibility from an early age.
- Partnerships with parents are well established and highly valued. Staff and parents frequently share information about children's learning and interests. This supports children's ongoing learning at the pre-school and at home.
- Children particularly enjoy outdoor play, where they independently explore and use their imagination using a variety of stimulating resources. For example, they are fascinated while making pretend food in the mud kitchen. They show good physical dexterity as they balance and articulately discuss the growth process of seeds they have planted.
- Overall, teaching is good. Staff use an array of teaching skills to help children make good progress. They know when to step in and support children's learning and when to let them independently explore and investigate.
- The dedicated management team has a clear vision for the further development of the pre-school. This fosters a strong sense of pride and enthusiasm that permeates throughout the setting.
- On occasions, staff do not give children enough time to think and respond to their questions.
- The recently established programme for professional development is not fully embedded to ensure the highest quality of teaching and learning throughout the pre-school.

What the setting needs to do to improve further

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

- allow children more time to respond to questions, to further promote their thinking and speaking skills
- embed the ongoing professional development programme for staff, to raise the quality of teaching and learning to the highest level.

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 carried out a joint observation with the acting manager.
- The inspector took account of the views of parents.
- The inspector held a number of discussions with the management team. She looked at relevant documentation, including children's learning records, and reviewed evidence of the suitability of all persons working on the premises.
- The inspector spoke with staff and children during the inspection.

Inspector
Linda Shore

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff place high priority on keeping children safe and regularly update their training. They are aware of the procedures to follow if they have any concerns about children's welfare. Self-evaluation is effective, the management team is driven and determined to provide the highest possible standards of care. They have identified areas throughout practice to drive forward continuous improvement. Staff provide a thorough and in-depth settling-in programme that ensures parents and children have a smooth introduction to their time at the pre-school. Parents comment that they are able to return to work comfortably, their children make good progress and develop high levels of respect towards others.

Quality of teaching, learning and assessment is good

Staff constantly observe and effectively assess children's learning. They have a very good understanding of their interests and current stage of development. Managers monitor children's overall progress closely and this helps staff to plan activities that challenge and engage children in their learning. Staff support children's early language skills effectively. For instance, children take part in exciting activities to support their early understanding of letters and sounds. Older children use their imaginations well. During story time with the storyteller's chair, they have no book and actively contribute to creating a story using language and imagination. Children demonstrate a good understanding that writing carries meaning and spontaneously access writing materials throughout their play. They work together to write instructions to fix a music player that is not working. Older children sit quietly and practise forming letters.

Personal development, behaviour and welfare are outstanding

Staff develop close and nurturing relationships with children and meet their individual needs very successfully. The key-person system is highly successful and parents are very complimentary about the standards of care that their children receive. Children's behaviour is exemplary. They are kind to others and keen to work as part of a team. For example, children enthusiastically work together to tidy away toys. Staff support children very effectively to consider risks in the environment and quickly develop a keen awareness of their own safety and the safety of their friends. At mealtimes, children gain an excellent understanding of health and nutrition. They demonstrate a very clear understanding of the importance of meticulous hygiene routines. Staff eat with children and make the most of all opportunities to discuss and compare the nutritional value of different foods.

Outcomes for children are good

Children, including those who receive additional funding, progress well from their starting points. They make good gains towards the early learning goals and develop the necessary skills in readiness for their move on to school. They are enthusiastic and active learners who develop lifelong skills which support their independence very well. They develop good physical skills and show good coordination as they use scissors to cut various creative materials. Children have high levels of self-esteem and are competent communicators.

Setting details

Unique reference number	EY541098
Local authority	Lancashire
Inspection number	10090092
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 - 4
Total number of places	59
Number of children on roll	39
Name of registered person	Brave Church
Registered person unique reference number	RP541097
Date of previous inspection	Not applicable
Telephone number	

Brave Kids Pre-School registered in 2017. The pre-school employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The acting manager holds qualified teacher status. The pre-school opens from Monday to Friday, term time only. Sessions are from 8am until 5pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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