

Inspection of Brockton Pre School 2

Brockton C of E School, Brockton, Much Wenlock, Shropshire TF13 6JR

Inspection date: 25 September 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

The manager monitors the progress children make. She uses this information to implement specific learning opportunities so that all children develop the skills they need in readiness for school. Staff promote children's learning through effective teaching. For example, they encourage children to take it in turns to act out the buying of buns to a linked song. Children eagerly join in with the singing and actions. During such activities, staff encourage children to count, to learn about simple subtraction, and to recognise numbers and shapes. They extend this activity further and encourage children to make up their own rhymes. Children enjoy working together in pairs to make dough. They follow a simple recipe that uses cups and spoons to measure each ingredient. During such activities, staff skilfully ask children questions that encourage them to give fuller answers and draw on a wider range of vocabulary. Children giggle as they mix the green food colouring and the flour together and watch with wonder as it changes colour. They maintain high levels of concentration and perseverance. Staff have high expectations for children and skilfully support them to follow the rules that help them learn how to stay safe. Children behave well and show a high regard for one another. They are confident and enthusiastically interact with staff.

What does the early years setting do well and what does it need to do better?

- The manager attends regular training about learning and development topics and reads early years magazines. This, along with seeking the views of staff, parents and children, helps her to identify how she can maintain or raise the quality of the pre-school. The manager makes sure that staff receive regular individual support meetings where they can seek advice and discuss their future training requirements.
- The manager has attended training on how to engage children in conversations and extend their vocabulary. She skilfully implements regular opportunities for children to sing nursery rhymes and to listen to stories. Parents are invited into the pre-school to join in with rhyme time and are given a copy of the nursery rhyme lyrics. This helps parents to support their child's learning at home.
- Staff attend training and have positive relationships with professionals that support children with special educational needs and/or disabilities (SEND). This helps them to ensure that these children make the best possible progress.
- Good links between the on-site school and the pre-school are established. For example, pre-school children eat their cooked dinners with the school children and have physical exercise and dance sessions in the school hall. Staff promote children's independence well. For example, children confidently spread butter on their cream crackers at snack time.
- Staff develop positive relationships with children. For example, they recognise and treat each child as an individual and speak gently and respectfully with

them. This helps children to feel relaxed and safe and to engage in new experiences.

- All children make choices about where and what they want to play with, moving between the indoor and outdoor areas as they choose. The manager constructs an exciting curriculum that motivates children and promotes sensory play and challenge across all the areas of learning. The outdoor environment offers children good opportunities to take manageable risks in their play. For example, children develop their agility, balance and coordination as they play on the wobbly wooden bridge and balance on the wooden beams.
- Children's awareness of how they differ from, or are similar to, other people in the wider community is not yet promoted to the highest possible level.
- Staff do not always focus strongly enough on encouraging children to hear and say the initial sound in words.

Safeguarding

The arrangements for safeguarding are effective.

The designated person responsible for safeguarding children has completed child protection training. She ensures that all staff are aware of the correct procedures to follow if they have any concerns about a child's welfare. There are effective recruitment and induction procedures in place to ensure staff's suitability to work with children.

What does the setting need to do to improve?

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

- provide children with more opportunities to build on their respect for, and understanding of, the similarities and differences between themselves and others in the wider community
- offer children more opportunities to build on and develop their knowledge of letters and sounds.

Setting details

Unique reference number	224053
Local authority	Shropshire
Inspection number	10065795
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 to 5
Total number of places	16
Number of children on roll	7
Name of registered person	Brockton Pre School Committee
Registered person unique reference number	RP905785
Telephone number	07817 134808 or 01746 785671
Date of previous inspection	9 September 2015

Information about this early years setting

Brockton Pre School 2 registered in 2000 and is managed by a non-profit incorporated voluntary association. It is situated within Brockton Church of England Primary School. The pre-school employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Linda Yates

Inspection activities

- The inspector and the manager completed a 'learning walk' across all the areas of the pre-school to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the manager.
- The inspector held discussions with staff and evaluated how well they assess children's progress and plan for the next steps in their learning.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector took account of the views of parents and children spoken to on the day.

We carried out this inspection 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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