

Inspection of Brimington Pre-School

Congregational Church, Bradley Hall, Chapel Street, Brimington, Chesterfield S43 1HZ

Inspection date: 8 January 2020

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy, friendly, settled and content at this pre-school. They are motivated to learn and explore the interesting resources independently. Children smile and chat to visitors and enjoy sharing their ideas and experiences. Staff have high expectations for all children. They ensure the environment is welcoming and safe. Staff are kind, consistent and good role models to the children. They value the children's efforts and achievements. Children build on their understanding of people and the local community. They replay their experiences as they pretend to be shopkeepers and customers and buy food from the play shop. Children count out money and talk about lifting 'heavy' items into bags. They delight in experimenting with ice cubes. They giggle as the ice cubes slip and slide out of their hands. Alongside staff, they discuss what could be making the ice cubes melt and disappear. Staff introduce new words, such as 'melting' and 'freezing', to promote children's developing vocabulary. Children develop a can-do attitude to learning. They have good opportunities in the outdoor area to learn how to manage risk for themselves. Children work in small groups to develop a track to walk along, to challenge their balancing skills. They seek out an adult to help them when they need support. Overall, children develop the skills they need for their future learning.

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

- Since the last inspection, the pre-school committee, manager and staff have worked with the local authority to make improvements and raise the quality of the provision. For example, the manager and staff have improved the way they gather information from parents about what children already know and can do before they first start. This helps them to plan effectively around children's interests, to identify what individuals need to learn next and fill any gaps in development.
- The manager and deputy observe staff practice and offer feedback and guidance during regular supervision meetings. Staff are given specific feedback to help them develop the quality of their practice. They access a good range of training opportunities, and are encouraged to use their new knowledge to develop their teaching skills. Staff report that they enjoy their work. They work well together to plan the curriculum for the children. This helps them to achieve good standards in the quality of children's learning and care.
- The pre-school is highly inclusive. Staff carefully monitor the progress children make. They seek interventions and support for children with special educational needs and/or disabilities. They are confident to work in partnership with parents and outside agencies to ensure that children who have complex needs receive the support they need to make good progress. They use additional funding well to provide children with extra support.

- The resources and environment are well organised. Staff offer children opportunities that may be new and unfamiliar to them to help broaden their knowledge and enrich their learning. For example, children explore, investigate and experiment with sensory materials and enjoy learning outdoors. They learn about the world beyond their local community through stories, art activities, role play and by finding out about different celebrations.
- Children's communication and literacy skills are supported well. They use a range of mark-making materials, which helps develop their small-muscle skills. Children listen attentively to stories and look at books independently. Occasionally, staff miss opportunities to engage and motivate younger children to extend their concentration at activities.
- Parents are well informed about how they can support their child's learning at home. Staff take time to speak with parents daily and provide them with ideas on how to enhance children's learning at home. Parents say they are happy with the care and education their children receive.
- Overall, children behave well. They show a positive attitude to their activities and learning. However, staff miss opportunities to respond and intervene quickly when younger children are unsure of the pre-school rules, particularly at transition times in the routine. Younger children run round and, on occasions, interrupt the concentration of older children as they follow instructions and support staff to tidy up.
- Staff ensure that children are offered a broad range of stimulating activities that cover all areas of learning. However, some large-group activities are not delivered effectively to fully strengthen opportunities for children to achieve the intended learning. At times, children are not fully engaged and their attention wanders to other areas of the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good knowledge of child protection and how to keep children safe and well. Staff know the procedures to follow should they have a concern about a child's well-being. There are clear procedures in place to manage any allegations that may be made against a member of staff. Staff access regular training to keep their skills up to date. This includes training on recognising and responding to children who may be exposed to extreme views or behaviours. Effective staff deployment means that all children are well supervised and cared for.

What does the setting need to do to improve?

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

- strengthen the planning and organisation of large-group activities to support children's engagement and interest so they learn well from the outset

- provide more opportunities for younger children to develop a greater understanding of the expectations of behaviour at times of change in the pre-school routine
- explore additional ways to engage and motivate younger children to extend their concentration during activities.

Setting details

Unique reference number	EY540868
Local authority	Derbyshire
Inspection number	10092753
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 4
Total number of places	28
Number of children on roll	32
Name of registered person	Brimington Pre-School Playgroup Committee
Registered person unique reference number	RP911103
Telephone number	07904452209
Date of previous inspection	9 January 2019

Information about this early years setting

Brimington Pre-School registered in 2016 and is located in Brimington, Chesterfield. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one holds level 2. The pre-school opens from Monday to Friday during term time. Sessions are from 8am until 3.15pm.

Information about this inspection

Inspector
Dawn Barlow

Inspection activities

- The inspector observed the daily routines and activities of children. She completed a learning walk with the manager to find out how she organises the early years curriculum.
- The inspector looked at the pre-school's policies and procedures, including those related to the suitability of staff and committee members.
- The inspector took account of the views of parents.
- The inspector carried out one joint observation with the manager and discussed how the manager monitors the staff's teaching practice.
- Staff spoke to the inspector throughout the day, discussed the children attending, and how they meet their needs and keep them safe.

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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