

Inspection of Brookside Pre-School

Brookside Community Centre, Bembridge, Telford, Shropshire TF3 1ND

Inspection date: 5 March 2020

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

Children enjoy the time they spend at pre-school where they are safe, well cared for and make good progress in their learning. They eagerly rush into the pre-school, happily greet staff and settle quickly to their chosen activity. Children thoroughly enjoy looking at books. They lie with their chins resting on their hands as they listen to stories. They repeat familiar phrases and join in with their favourite parts. They learn about the wider world as they look at picture clues in a reference book about animals. They guess the animals from pictures which show part of the animal, such as their eyes and skin. Children spend time outdoors every day. They thoroughly enjoy playing in the shaving foam. They make marks in it using a daffodil stem and pretend that the toy dinosaurs are ice skating. They investigate to see what happens when they pour water over the shaving foam and say that it is like a waterfall. Children's behaviour is good. They learn to share and take turns and are highly respectful and accepting of others. They play well together, give each other hugs and seek out their friends to join in their play. Children are independent in their self-care. Two older children are chosen every day to be tap monitors. They help younger children to press the taps and remind them to use the soap and dry their hands.

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

- The pre-school benefits from a close staff team who have worked together for several years. They are qualified, experienced and dedicated to providing the very best experiences and support for children. Staff attend training that will help them extend their knowledge and skills. The manager and staff reflect on the quality of the provision. They are forward thinking and continually evolve the pre-school, trying new initiatives and ideas. They regularly meet with other settings in the local area, including schools and nurseries. They exchange information and tracking documents for children who are moving to school to ensure consistency in their learning.
- There is extremely good support for children who have special educational needs and/or disabilities, and this is a real strength of the pre-school. The special educational needs coordinator is knowledgeable and attends additional training which she cascades to staff to ensure children's needs are fully met. Staff are highly attuned to children's individual needs and are extremely supportive of children and their families. They work closely in partnership with other professionals to ensure that all children receive the support that they need.
- Staff observe children and monitor their progress closely. They use the information gained from observations and assessments to recognise children's interests and provide activities to incorporate these. Staff are experienced in knowing what children need to ensure they receive the very best possible start.
- Children develop their imagination as they investigate natural objects in the role

play area. They pretend to be chefs and dress in a chef's hat. They use real utensils to chop lettuce, leeks and carrots and stir them together in a large frying pan. They look at recipe books, collect their ingredients in a basket and chop herbs to put in a saucepan. Children serve their creations to staff and visitors before bringing the bill in a folder.

- Staff implement 'in the moment planning' which is based on children's interests and encourages children to develop their own play. However, sometimes, staff do not use all opportunities to fully extend children's learning or incorporate their next steps during activities
- Children make binoculars from cardboard tubes and use them to take part in an 'I spy' game. They recognise familiar objects from pictures and other children guess what they are and try to find them. Staff tell them the letter that the object begins with, such as S for sock. Initially children listen well during the activity. However, several children who are not participating in the activity run around the group and disrupt their concentration. Consequently, some valuable learning experiences are lost.
- Partnerships with parents are strong. Staff are supportive of parents and go above and beyond to listen and help them wherever possible. Parents are involved in their child's learning. They attend parents' mornings to discuss what children are doing and where they are in their learning. Parents share information about what children are doing at home, special events or what they want them to learn, and staff incorporate these into activities. Parents' comments are extremely positive. They say staff are amazing, really know the children well and share lots of information.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an extremely good knowledge of the signs and symptoms of abuse and neglect. They attend training and the manager regularly checks their understanding through scenarios and quizzes. They are fully aware of wider safeguarding issues, such as the 'Prevent' duty. They understand the procedures to follow and know who to contact should they have a concern about a child in their care or the conduct of a member of staff. The premises are safe and secure and staff are vigilant in ensuring that any risks are eradicated before children attend.

What does the setting need to do to improve?

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

- use every opportunity to incorporate children's next steps into activities and extend children's learning to help them make even better progress
- review the organisation of small-group activities and quiet times so that children's concentration and enjoyment are not disrupted.

Setting details

Unique reference number	208175
Local authority	Telford & Wrekin
Inspection number	10072122
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 at time of inspection	2 to 4
Total number of places	24
Number of children on roll	22
Name of registered person	Brookside Community Pre-School Committee
Registered person unique reference number	RP904765
Telephone number	07443226987
Date of previous inspection	13 July 2015

Information about this early years setting

Brookside Pre-School registered in 1998. The nursery employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, two hold level 4 and the manager is qualified to level 5. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9.15am until 12.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Johnson

Inspection activities

- The quality of teaching during activities indoors and outdoors was observed, and the inspector assessed the impact this has on children's learning.
- The inspector completed a joint observation and a learning walk with the pre-school manager.
- The inspector spoke with the staff and children at appropriate times during the inspection.
- A meeting was held with the pre-school manager. The inspector looked at relevant documentation, including children's details and evidence of the suitability of staff working in the pre-school.
- The views of parents were taken into account during the inspection.

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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