

Inspection of Boomerang Pre-School

Upsall Grove, Stockton-on-Tees, Cleveland TS19 7QU

Inspection date:

25 May 2021

Overall effectiveness

Good

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 enjoy their time at the pre-school. They have warm and affectionate attachments with staff. Children show that they feel emotionally secure. Staff know children well and provide a stimulating learning environment for them. They take time to work with parents to find out about children's interests and what children can do on entry. This helps staff to plan effectively. They build on what children already know and can do. Children excitedly take part in stimulating activities. Staff design these around children's interests, cultures and learning styles. For example, staff teach them about their world as they look carefully at a bird's nest that is in the eaves of the building. They enjoy activities, such as making chocolate birds' nests, and they learn about how we live.

Children behave well. Since the last inspection, the manager and staff have reorganised the pre-school room to help manage children's behaviour. Staff have introduced areas with resources that children can explore with and use in their own way. This helps children to become engaged in their play and to use their imagination and stay focused. Staff join in with their play to challenge children's thinking and to develop their learning further.

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

- During the COVID-19 pandemic, the setting closed during a period of national lockdown. When the children returned to pre-school, staff assessed children's learning to find out if there had been any delays in their development. Staff complete regular observations and assessments. They look at where the children are and what they need to learn next. The manager closely checks staff assessments and how they are used to ensure that all children make good progress.
- Children are confident and independent learners. Staff provide engaging opportunities for children to practise their mark making. This leads to them developing early writing skills. For example, children enjoy making marks with felt-tip pens on the whiteboard in the garden. They use paint to make shapes and take equal enjoyment in marking things with water and brushes. This develops into children starting to form the letters in their name.
- Communication and language are a strong focus in the pre-school. Staff talk to children during their activities. Children become confident speakers and are keen to share their past experiences. For example, children describe what ingredients they use to make perfume. Staff introduce new words to extend children's vocabulary. For instance, they name the drinks area the 'rehydration station'.
- Staff are not as skilful in supporting children to develop their thinking skills. For instance, when staff ask children questions, they do not always give children time to think and make a response.

- Staff help children to understand how things grow through practical experiences. Children plant seeds both indoors and outdoors. They observe how the carrots, spring onions and radishes grow through the clear sides of the planter to understand the changes. Children enjoy making paintings of flowers they have observed.
- Staff teach children about oral hygiene in fun and practical ways. For example, children learn how to clean their own teeth and they practise on large models of teeth. Staff talk to them about why they need to clean their teeth and what sugary drinks do to their teeth.
- The dedicated and passionate manager shows a good commitment to the professional development of her team. She carries out regular staff meetings and supervisions with staff. These play an integral part in the development of the setting and how staff promote children's progression.
- Parents praise the quality of care their children receive. They appreciate how the manager and staff have kept in touch during the pandemic. Staff use social media and private messaging to keep them informed about what is happening at the pre-school. Though parents do not enter the pre-school during the pandemic, staff discuss their children with them as they drop off and collect them. However, staff do not share what parents can do at home in order to extend children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff complete regular safeguarding training. This helps them to understand their responsibilities. Staff know how to report concerns about a child's welfare or any inappropriate actions of adults working with children. They are aware of wider safeguarding concerns, such as the 'Prevent' duty. The manager and staff put in place effective procedures to make sure that children are cared for in a safe and secure environment. This includes robust recruitment, selection and induction procedures for new staff. Effective staff deployment means that 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:

- improve staff's skills in asking children questions to help them with their thinking and reasoning
- extend partnership working with parents by sharing ideas regarding what they can do with their child to continue their learning and development at home.

Setting details

Unique reference number	EY551907
Local authority	Stockton-on-Tees
Inspection number	10136008
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	28
Name of registered person	Holy Trinity/Rosehill Out of School Club Committee
Registered person unique reference number	RP905290
Telephone number	01642 570102
Date of previous inspection	11 December 2019

Information about this early years setting

Boomerang Pre-School registered in 2017. The pre-school employs eight members of childcare staff. Of these, seven staff hold appropriate early years qualifications at level 2 and 3. The pre-school opens from Monday to Friday during term time. 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

Lynne Pope

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together and the inspector spoke to staff and children during the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The manager and inspector completed a joint observation together and discussed the quality of practice that they both observed.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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