

Inspection of Bramble Hedge Pre-School

Crossflatts Primary School, Morton Lane, Bingley, Yorkshire BD16 2EP

Inspection date: 19 October 2021

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

Not applicable

What is it like to attend this early years setting?

The provision is good

The pre-school is a welcoming and safe environment. Children arrive happily. They settle quickly and are ready to learn. The environment is organised effectively. This helps children to make choices about their play and what they want to do.

Children's speech and language development is supported from the start. All children access a wide variety of books and stories, and staff read to them in an animated and engaging way. Staff ask older children questions that help them to focus their attention and recall the sequence of the story. Children develop confidence and demonstrate a strong sense of belonging.

The well-qualified staff have a good knowledge of all children, including their development, care needs and what makes them unique. Children are fully involved in making decisions, and their opinions and ideas are valued and respected. Staff use positive praise and encourage children to have another go. They are good role models and give children gentle explanations of how they expect them to behave. Children behave very well and enjoy the company of others. They play cooperatively, learn to share and take turns. This helps to prepare children well for their next stages of learning and eventual move on to school.

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

- Staff assess children's learning effectively to ensure that all children can make the best progress possible. Staff identify children with special educational needs and/or disabilities quickly. They seek support from other professionals to further support children's development. Staff use additional funding successfully to support interventions for children and further boost their experiences.
- The manager and staff have very high expectations for all children. They provide a curriculum that builds on what children already know. Overall, they have a very secure knowledge of what they want children to learn. However, occasionally, group activities do not consistently consider the interests and developmental stages of the younger children. This means that opportunities for some children's learning are not fully extended.
- Children experience varied physical activities that enhance their health and well-being. For example, outdoors, they climb down slippery slopes. They run around energetically and dance to music. Younger children develop their fine-motor skills as they make marks on paper. Older children demonstrate good pencil control and learn to use scissors correctly.
- Staff introduce children to mathematics as they play, helping them to count and name shapes and colours. At other times, staff introduce length, comparison and size, as children play with small-world resources. Children learn about their local community. For example, staff take children out on walks to the local library and shops. Children engage in activities that reflect difference and diversity. One

successful way that staff do this is by teaching children about festivals, such as Eid. This helps children learn about the world around them.

- Staff positively promote children's understanding of healthy lifestyles. Snack time is a social occasion. Staff sit with children and engage in discussions as they enjoy healthy snacks. Children develop their independence and help to complete self-care tasks. For example, older children put on their play suits and boots before going outside. Younger children learn to take care of their personal hygiene and collect tissues to clean their nose.
- Parents speak very highly of the pre-school and the staff. They say that their children really enjoy attending the pre-school and that staff go 'above and beyond' to offer support. However, staff are not always successful in engaging all parents in shared learning opportunities between home and pre-school.
- The manager and staff team work very well together. They share a positive and reflective approach to their work. The manager observes staff's interactions with children to monitor the quality of teaching. Staff are supported to access further training to enhance their knowledge and skills. This contributes to the ongoing development of the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to report and manage child protection concerns. They have a good awareness of the indicators of abuse and are confident about the process to follow if they were concerned about a child. This includes protecting children from extreme views. Staff use effective risk assessments and supervise children vigilantly when they play. This promotes children's safety at pre-school. The manager has robust recruitment and selection procedures in place to help ensure that those staff working with children are suitable to do so.

What does the setting need to do to improve?

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

- plan whole-group activities more carefully so that the experiences provided are fully age-appropriate and promote children's engagement at the highest level
- develop further strategies with parents so they can support their child's learning at home to help them make even better progress.

Setting details

Unique reference number	EY560981
Local authority	Bradford
Inspection number	10194220
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	16
Name of registered person	Bramble Hedge Pre School Committee
Registered person unique reference number	RP524733
Telephone number	01274 551151
Date of previous inspection	Not applicable

Information about this early years setting

Bramble Hedge Pre-School registered in 2018. The setting employs six members of childcare staff. Of these, five hold an appropriate qualification at level 3 or above, including three who hold qualified teacher status. The pre-school opens term time only. Sessions are from 8.30am to 3.15pm. The pre-school provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Shirley Maynard

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in the evaluation of the provider.
- The manager and inspector completed a learning walk and discussed the early years curriculum.
- The inspector observed a range of activities and evaluated the impact of the quality of education on children's learning. The manager carried out a joint observation of an activity with the inspector.
- The inspector held a meeting with the manager. She looked at relevant documentation, including children's records, safeguarding policies and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to number of parents, staff and children 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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