

Inspection of Brook House Farm Pre-School Centre

Park Lane, Poynton, STOCKPORT, Cheshire SK12 1RQ

Inspection date:

2 November 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Staff provide a warm and welcoming environment. Due to the COVID-19 pandemic, parents do not enter the premises. Children are greeted at the door. Staff plan some stimulating activities based on children's interests and current themes. However, leaders and staff are not always clear on what they want children to learn. Nonetheless, children are happy and, in the main, are motivated to learn. Toddlers explore sensory materials with enthusiasm. They create Rangoli patterns using their hands in paint and coloured sand. Pre-school children establish strong friendships. They interact well with others during pretend play at the Bonfire Night 'food truck'. Babies snuggle in for cuddles with caring staff.

Children listen to a story and are asked questions about Bonfire Night. However, staff are not deployed effectively to ensure that all of the children can fully participate. That said, children who have been in the pre-school room for a while, show they are confident and self-assured. Older children develop early writing skills. They draw bonfire pictures and take great care to draw the flames and the firewood with precision. Older boys write their initials on the firework models that they have created from cardboard tubes, pipe cleaners and buttons.

At times, staff are not available to meet children's care and learning needs. For example, children who move to the next room do not always benefit from close support. Staff often complete other tasks rather than spending valuable time with children. Some staff are trained specifically in working with babies. However, babies are grouped in rooms with toddlers and staff place babies in highchairs so that other children 'do not fall on them'. This means that babies are not as involved in some of the activities. They sit and watch from their chairs as others are able to join in with group singing and action rhymes.

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

- Leaders have not ensured that staff understand what individual children need to learn next. For example, leaders say a focus is communication and language development, however, children have dummies in for large parts of the day. During singing time, staff do not encourage children to remove dummies. Staff ask questions to children while they have dummies in their mouths. Children do not respond. Staff do not appear to see how the use of dummies has an impact on children's ability to speak and interact with others.
- The curriculum intent is unclear. Staff know what they want children to achieve. However, the curriculum is not precisely focused. This means that staff do not help children to build on the key skills that they need to learn next. Activities and themes are enjoyable, however, are often planned without considering how they will support children to meet their next steps in learning. Some activities are

overcomplicated. This means that the key aspects that each child needs to learn are missed.

- Staff have established sound relationships with parents. They keep parents updated with children's care and learning. Information is shared using an online system and newsletters are used to update parents with themes and activities. Parents particularly value the chat at the door each day. They praise the 'community feel' and say this is the 'best nursery in the area'.
- All children are helped to feel included, respected and differences are valued. Young children are seen wearing role-play spectacles. They proudly tell others that they are wearing glasses. Some children receive funding to allow them to attend. This means that all children receive the sessions that they are entitled to. However, although they are able to attend the setting, they are not all making the progress that they could, because the quality of education is not consistently good.
- Children who speak English as an additional language have their individuality celebrated. When children start, staff learn key words to help children to settle. Some home languages are displayed. Parents who speak languages in addition to English are asked to share cultural tales for staff to read to children. Parents also provide ideas for how to celebrate important festivals.
- Staff receive mandatory training. Most of them report that they have opportunities to discuss aspects of their role with their assigned mentor. However, training and development opportunities have not been provided for everyone. Furthermore, training that has been provided has not focused on the quality of education. This means that staff do not have a good enough understanding of what children need to learn next to help them to make the progress they are capable of. Staff who know children best are not always deployed well enough to provide the help and support needed.
- Children behave well. They play cooperatively in the mud kitchen and take care not to ride in the path of their friends outdoors. Children use good manners, such as please and thank you. Older children learn about the natural world. They enjoy weekly forest school sessions and help to take care of the planet, through recycling. Children learn about sustainability as they plant and grow their own produce. Children benefit from fresh air in the spacious outdoor play areas. They enjoy freshly prepared, hearty meals. Staff help children to be physically healthy.

Safeguarding

The arrangements for safeguarding are effective.

Staff have attended mandatory training in safeguarding. Staff know what to do, if they are worried about the safety of a child. They also know the procedure to follow if they have concerns about the actions of a colleague. In the event of an emergency situation, staff are qualified and available, as is required, to deal with any accidents or injuries. Leaders ensure that staff are suitable for employment. Recruitment checks are completed and a clear, enhanced Disclosure and Barring Service check must be received before new staff can start work. Although, at

times, staff deployment requires improvement, the required staff-to-child ratios are maintained. Staff are also aware of the risks associated with hot foods and ensure they are out of children's reach. Staff are aware of allergies. Safety signage, such as the 'raspberry free zone' is displayed to indicate which areas are kept free from certain foods.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve how staff are deployed to ensure children's needs are met and they are able to benefit from more meaningful learning and experiences	02/12/2021
be clear in the curriculum intent and what individual children need to learn next and ensure that staff deliver this effectively.	02/12/2021

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

- help staff to improve the curriculum for communication and language and build on children's speaking skills
- provide all staff with targeted and focused professional development, so they are all able to fulfil their role and responsibilities.

Setting details

Unique reference number	EY480868
Local authority	Cheshire East
Inspection number	10208986
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	50
Number of children on roll	57
Name of registered person	Forrest, Gillian Louise
Registered person unique reference number	RP513811
Telephone number	01625 859243
Date of previous inspection	3 November 2016

Information about this early years setting

Brook House Farm Pre-School Centre re-registered in 1994. There are 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications, including 10 at level 3, two at level 2 and one at level 6. The setting opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Layla Davies

Inspection activities

- This was the first routine inspection the setting has 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 inspector conducted a learning walk and the intent of the curriculum was discussed.
- The quality of education was observed and the inspector assessed the impact this has on children's learning.
- The inspector evaluated an activity with the provider.
- Regular meetings were held with leaders.
- Relevant documentation was checked and discussed, such as policies and procedures, the inspector reviewed self-evaluation and checked evidence of staff suitability.
- The views of parents were obtained.
- Children and staff were spoken to throughout 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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