

Inspection of Bradworthy Pre-School

Bradworthy Primary Academy, Mill Road, Bradworthy, HOLSWORTHY, Devon EX22 7RT

Inspection date: 17 January 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children are happy and settled at the pre-school. They are motivated to learn and persist with activities they enjoy. Staff provide children with a challenging and enjoyable curriculum. Children develop control and coordination using their hands and learn how to keep themselves safe. For example, with support from staff, they learn to use a hammer with care to drive nails into wood. When their confidence increases and they begin to demonstrate skill using a hammer, staff teach them to use a screwdriver. Children concentrate well on these activities and return to them throughout the day.

Children develop an early love of books. They pay close attention when staff read to them and eagerly request that staff read another story as soon as they have finished one. Staff skilfully challenge them to recall stories and pre-school children excitedly call out what they remember and share their thoughts and ideas.

Children arrive calmly and cheerfully, showing a strong sense of security, and are greeted enthusiastically by the warm and caring staff. Children listen to staff and follow instructions well, such as hurrying excitedly to join in with group activities when staff call them.

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

- The manager has made significant improvements since the last inspection. She has strengthened her own knowledge of the curriculum and supported staff to ensure they all work together to plan ambitious learning experiences for children. Children make good progress in preparation for later learning, including school. The manager has also taken appropriate action to improve safeguarding arrangements and ensure staff establish ongoing links with other settings attended by children.
- The key-person system is effective. Staff are patient and sensitive, which helps quieter and shy children to settle in at their own pace. Children demonstrate high levels of self-confidence, such as when assuring staff that they can lift a heavy hammer by saying, 'it's okay, I'm strong'. Staff know the children well, assess their learning accurately and plan learning experiences that interest and engage children. At times, staff do not support and interact with the younger children as effectively as they could to extend their learning and encourage them to speak more frequently.
- The manager monitors staff's practice accurately and provides support and coaching to develop their skills successfully. She has strengthened their knowledge of how to extend children's communication and language. Staff use a broad vocabulary when speaking with children to teach them new words. For example, as children use play dough imaginatively to make chocolates and

sweets, staff narrate what they are doing using words, such as smaller, squash, roll and flatten. Staff routinely repeat what children say to model sounds and sentences correctly, such as acknowledging 'yes, that is bigger' when children say 'more bigger'. Children communicate confidently and acquire good language skills.

- The manager and staff have developed strategies to support families who are facing additional pressures as a result of COVID-19. They have created a library to encourage parents to take books home to read with children. Parents are highly complimentary about their relationships with the team and comment that their children are always excited to attend. However, staff do not provide parents with detailed information to help them to build more specifically on children's next steps in learning at home.
- Staff support children effectively to understand the routines and expectations for their behaviour. For example, they inform children that it will soon be time to tidy up to give children time to finish their play in their own way before starting another activity. Children get along well and play cooperatively together.
- Staff routinely encourage children to take responsibility for their own self-care, to develop their independence. Children learn to wipe their nose, put on their coat and to wash and dry their hands. When children fall over, they immediately consider whether they are hurt and confidently announce 'I'm okay' before getting back up.

Safeguarding

The arrangements for safeguarding are effective.

The manager, who is also the designated safeguarding lead, has taken appropriate action to address the breaches of safeguarding requirements identified at the last inspection. She has updated all staff's knowledge, including through training, and checks their understanding of the relevant procedures. All staff have an improved knowledge of how to identify and report concerns about children's welfare. They understand how to manage allegations against a staff member and how to protect children from wider safeguarding matters. The manager and staff ensure the premises are safe and secure at all times and identify and minimise any potential risks to children.

What does the setting need to do to improve?

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

- provide more support for the younger children to help engage them in their activities more fully and develop their speaking skills further
- share more detailed information with parents about the skills and knowledge their children need to learn next and support them to extend children's learning at home.

Setting details

Unique reference number	106302
Local authority	Devon
Inspection number	10204927
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 at time of inspection	2 to 4
Total number of places	13
Number of children on roll	25
Name of registered person	Bradworthy Playgroup Committee
Registered person unique reference number	RP517761
Telephone number	07944116331
Date of previous inspection	21 July 2021

Information about this early years setting

Bradworthy Pre-School registered in 1992. It operates from a building in the grounds of Bradworthy Primary Academy. The pre-school is open 8.45am to 3.15pm on Monday, Tuesday, Thursday and Friday, and 8.45am to 12.45pm on Wednesday during term times. The pre-school employs four staff, including the manager. The manager holds a qualification at level 6 and the staff team hold relevant qualifications of levels 2 and 3 respectively. The pre-school receives early education funding for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Madge

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager led a learning walk with the inspector to talk about how they plan and implement the curriculum to meet children's learning needs.
- The inspector observed activities and interactions between staff and children.
- The inspector and manager observed an adult-led activity together and reflected on the teaching and learning that took place.
- The inspector spoke with the manager, staff, children and parents throughout the inspection to take 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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