

Inspection of Brambles Pre-School and Out of School Club

Warwickshire County Council, Thorns County First School, Blackthorn Road,
Kenilworth, Warwickshire CV8 2DS

Inspection date: 19 January 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are inquisitive and motivated to learn. They play in a safe and welcoming environment. Children are emotionally secure. A settling-in period is agreed with parents in accordance with their child's needs. Relationships between the staff and children are good. Staff know the children well as individuals and meet their care and learning needs effectively. They observe children and assess their different stages of development. Children's learning builds successfully on what they already know. They develop knowledge and skills across all of the seven areas of learning, which prepares them well for the next stage of their education in school.

Children behave well. They understand expectations for behaviour, and any sign of potentially disruptive behaviour is addressed promptly and calmly by staff, with clear explanations given. Children learn to share and take turns. Friendships have formed and children work together on chosen tasks. They confidently choose and select toys for themselves and engage in conversation with staff and their friends while they play.

Children enjoy activities outdoors. They apply the physical skills they have learned while they fill and carefully carry containers full of water to the sand tray and the mud kitchen, where they explore change while mixing ingredients to make 'potions'.

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

- There has been a change of manager and deputy since the last inspection, and they have worked with trustees and staff to make significant improvements to the provision. Staff obtain information from parents and are aware of what children already know and can do when they begin attending the pre-school. Staff then observe, assess and continue to work with parents to ensure that children are challenged effectively to reach the next stages in their learning.
- Staff ensure that children with special educational needs and/or disabilities receive the additional support that they need. They work in cooperation with parents and other professionals to ensure that children make as much progress as they can. Visual aids are used to help some children's understanding of the routine of the day and the play choices available.
- Children express themselves confidently. Staff model clear pronunciation and give children time to put their thoughts into words while engaged in conversation with them and when asking them open-ended questions.
- Children are creative in a variety of ways. A small group of them choose to use materials to make model robots. They use their good handling skills to manipulate scissors, successfully cut strips of tape and then attach small boxes to larger boxes. Children carefully consider the length of tape that they need.

Staff encourage them to recognise and talk about the different textures of the materials they choose.

- Children make independent choices about whether to play indoors or outdoors, and about what resources to play with. They wash their hands independently. However, there are times when staff do not support children in managing simple tasks for themselves. For example, some staff do not ask children to 'have a go' at managing coats and boots or removing lids from containers at lunchtime.
- Children engage in role play together. They use their good language skills while they pretend to be mummies for their baby dolls. In the home corner, they talk about what they need to have a party. The role-play equipment includes a theatre kiosk. Children approach and are asked for payment from the child pretending to be the teller before they may enter.
- Policies and procedures are effective and inclusive for those children who attend. Some practice helps children to recognise their own unique qualities and the characteristics they share with others. However, staff's practice is not fully effective in helping children to learn about communities, families, beliefs and traditions outside of their own experience.
- Staff use a favourite story about a caterpillar to encourage children to talk about healthy foods. Mathematical learning is included in their conversations as the children point to and count the pictures of different fruits in the book. Staff then ask them to replicate the amount with their fingers.
- Parents are extremely happy with the provision. They say that staff keep them well informed about their children's achievements and progress. Parents comment on the confidence and social skills their children have gained. They are happy with the experiences provided for their children, including forest school.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete training to keep their child protection knowledge up to date. They are aware of the signs of abuse and neglect, and know the local referral procedures to follow if they have a concern. Staff are aware of the duty to prevent children from being drawn into situations that put them at risk. The premises are safe and secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. Staff identify and successfully minimise potential risks indoors and outdoors.

What does the setting need to do to improve?

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

- increase support for children to manage routine tasks for themselves
- build on current practice for teaching children about communities, families, beliefs and traditions beyond their own.

Setting details

Unique reference number	200830
Local authority	Warwickshire
Inspection number	10131691
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 11
Total number of places	30
Number of children on roll	88
Name of registered person	Thorns Community Trust
Registered person unique reference number	RP518221
Telephone number	01926 854486
Date of previous inspection	7 November 2019

Information about this early years setting

Brambles Pre-School and Out of School Club registered in 1981 and is situated in Kenilworth, Warwickshire. The setting employs 10 members of childcare staff. Of these, six hold early years qualifications ranging from level 2 to level 6. The setting offers pre-school provision during term time from 8.55am to 2.55pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children. The setting offers a before- and after-school club during term time from 7.45am to 8.55am and from 3pm to 6pm. A holiday playscheme operates during school holidays, Monday to Friday from 8am to 6pm.

Information about this inspection

Inspector
Jan Burnet

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk and discussed the early years curriculum.
- The inspector carried out a joint observation of an activity with the deputy.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children spoke to the inspector during the inspection.
- The inspector obtained and took account of parents' views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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