

# Inspection of Holcombe Brook Methodist Preschool

Holcombe Brook Methodist Church, Bolton Road West, Ramsbottom, Bury,  
Lancashire BL0 9QZ

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Inspection date: 20 January 2022

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

### **The provision is good**

Pre-school leaders put children at the centre of their work. Children are extremely confident and content within their surroundings. They decide where to play with curiosity and ease. Children remember what they learn. They use their knowledge to solve problems. Children access an exciting curriculum. For instance, they independently use warm water to melt the frost from their bicycles. Children enjoy learning about different topics in great detail. For example, children learn about Italy. They paint the Italian flag, make pasta in the role-play restaurant, and pretend to be chefs as they make their own pizzas. Children enjoy smelling and naming herbs. In addition, they develop their fine-motor skills when they chop their own food for the whole group to enjoy. However, at times, staff do not enhance children's mathematical development during tasks. For instance, by talking about size, shape and counting as they cut the fruit and vegetables.

Children form safe and secure relationships with each other and staff. They behave consistently well. Children help those that are younger carry out routines, such as tidying up at the end of an activity. Children enjoy the praise they receive from staff and are proud of their achievements. They have a go at tricky tasks and show positive attitudes towards new activities. For example, young children persevere when peeling their own orange for snack.

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

- Managers have secure knowledge and intentions of what they want children to learn and achieve. They strive to provide children with the skills they need to flourish in their lives. Not only are children fully supported with their transition to school, they gain independence and know they are valued. Staff give children choices throughout the day and respect their wishes. Managers coach staff through robust supervision techniques to provide children with stimulating experiences, both inside and in the outdoors.
- Leaders ensure that the development of children's speech and language skills is prioritised. Older children confidently identify some letters, sounds and rhyming words. Partnerships with the local school have enabled the transition to school to be smooth. Staff identify any speech and language concerns they may have about children and intervene effectively. They work closely with professionals, such as speech therapists, to help children develop their talking skills.
- Staff build on activities the children have enjoyed. On occasion, some children are not challenged in line with their individual abilities. For example, children of varying ages are all asked the same questions. Children sometimes become disengaged if the activity is too difficult or too easy. That said, children love to investigate and develop their scientific skills. They enjoy interesting experiments, for example, they make rainbows and clouds in water, they ask sensible

questions about textures and colours.

- Staff endeavour to use children's interests around the setting to encourage progress in all areas of learning. Additionally, they encourage non-stereotypical play. For instance, girls and boys play in the construction area, building castles for the princess. Staff spend time with children to explore what makes them unique and the differences people may have. They discuss people in their families and learn about a range of people in the wider community. Managers have good links with community members. Children have enjoyed learning about people that keep them safe when the police and fire service attended. Furthermore, guests come into setting to read from the Bible and sing songs, which children thoroughly enjoy.
- Partnerships with parents are well established. There is a consistent two-way flow of information regarding children's well-being and development. Parents comment highly on the progress their children make in the setting and the support they receive from all members of the team. The key-person system is especially effective and is adaptive to suit the relationships needs of each child. Staff show interest in children and have a full understanding of their individual wishes.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff are fully aware of the signs and symptoms that would cause concern for a child's welfare. They know their responsibilities in reporting and safeguarding children. Staff complete regular child protection training and hold paediatric first-aid certificates to ensure they can attend to accidents and emergencies. Staff have regard to the 'Prevent' duty and wider safeguarding concerns, such as drug trafficking and extreme behaviour. Children access a safe and secure environment. Managers and staff identify and remove any risks effectively. Children are supervised by well-deployed staff at all times.

## **What does the setting need to do to improve?**

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

- ensure all children are consistently engaged in learning experiences suited to their individual stages of development
- develop techniques to support children's mathematical skills during all aspects of play.

## Setting details

<b>Unique reference number</b>	316833
<b>Local authority</b>	Bury
<b>Inspection number</b>	10071524
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Holcombe Brook Methodist Preschool Committee
<b>Registered person unique reference number</b>	RP904538
<b>Telephone number</b>	07940 157 452
<b>Date of previous inspection</b>	22 October 2015

## Information about this early years setting

Holcombe Brook Methodist Preschool was registered in 1992. The playgroup employs seven members of childcare staff. Of these, two hold early years qualifications at level 5 and four have appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday, term-time only. Sessions are from 9am until 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rachel Waterhouse

## 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 provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector had a learning walk of the areas used by the children and discussed the setting's aims.
- Parents' views were taken account of by the inspector.
- The inspector and the manager completed a joint observation.
- The inspector observed staff's interactions with children and what impact this had on children's learning during indoor and outdoor activities.

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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