

Inspection of Brampton Pre-School

Brampton Pre School, Brampton Way, Portishead, Bristol, Somerset BS20 6YN

Inspection date: 3 February 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, safe and secure. They have developed warm and trusting bonds with their key person and the staff team. Changes to the drop-off and collection arrangements, following the COVID-19 pandemic, mean that staff greet children at the gate and share valuable information with parents so that they are kept informed about their child. Children arrive eager to begin their day and excitedly seek out their friends to share experiences with. They quickly and confidently choose what activities they wish to participate in and swiftly become absorbed in the learning opportunities provided. Children behave well. This is because staff offer clear and consistent reminders that help them to learn right from wrong.

Staff promote children's learning and development well. They create inviting areas that inspire children's natural curiosity. Children listen to stories with increasing attention. They develop a good understanding of healthy lifestyles. For instance, children can sequence handwashing and enjoy experimenting with water, soap and pepper to wash the germs away as they learn good personal hygiene procedures. Children develop an understanding of numbers as they play. For example, they learn the meaning of two as they select two cars to park in the garage,

Children enjoy being outdoors. Pre-school children demonstrate their motivation to learn as they become fascinated with investigating the mud to search for worms in the garden. They consider what will happen if they touch the worm and if they should move it to keep it safe. Children are developing the skills needed for their future learning.

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

- The manager recognises that some children have needed more support with their emotional well-being during the COVID-19 pandemic. Staff teach children to express and manage their feelings. For example, they hold skilful conversations during circle and story times. Children understand when their friends are sad and know what to do to make them happy.
- Qualified and experienced staff quickly identify and support children with developmental delay, including those with special educational needs and/or disabilities. Staff work closely with other professionals, and children receive good support in a timely manner to help them catch up with their peers.
- Many high-quality interactions take place between staff and children. Children are excited to tell staff about what they have found out and what they are learning. Staff ask thoughtful questions to extend their learning. However, some staff do not always give children enough time to respond to questions. This means children do not have time to develop their thinking skills and ideas.

- Staff provide many opportunities for children to develop their love of reading. Children independently access a wide range of books throughout the day. Staff support children to consolidate their knowledge of the story of 'The Three bears' by providing fun activities for them to learn as they gain a deeper understanding of the story, such as scooping and pouring oats into three bowls as they prepare the three bears' breakfast.
- There is a strong team spirit at the pre-school. The manager provides regular time through team and individual supervision meetings for staff to discuss their work and the children they care for. Staff receive support for their ongoing professional development, including through an online training provider. This helps support their practice and children's learning needs. Staff are confident in approaching the management team and feel that their well-being is valued.
- Partnerships with parents are strong. Staff inform parents of what their child does during the day. They engage parents in their children's learning in various ways. Staff have regular meetings with parents to discuss their children's latest achievements and the next steps in learning. Parents are happy and express high levels of gratitude and appreciation for the work that staff do.
- Children learn to be independent and do simple things for themselves. For example, they help pack away the toys and put on their own coats. However, at times, the noise in the room is exceptionally high, which means children are unable to hear and concentrate on what is being asked of them.
- The managers and staff are committed to providing the best possible care and education for all children. They reflect on the pre-school and plan a broad and exciting curriculum that supports children effectively to make good progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust understanding of how to keep children safe from harm. They know who to report their concerns to. Staff have a secure knowledge of the 'Prevent' duty and are aware of signs that children may be at risk of being radicalised. Staff complete safeguarding training and attend regular staff meetings where the manager shares any updates. This means their knowledge is always kept updated. During the session, staff are deployed effectively to ensure children are supervised well. Staff are skilled at completing visual risk assessments, which minimises hazards and risks. The manager follows effective safer recruitment procedures when employing new members of staff.

What does the setting need to do to improve?

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

- support staff to give children more time to consider their responses to questions

before moving on, to enable children to develop their thinking skills and express their own ideas

- implement plans to manage noise levels so that staff and children are consistently able to concentrate.

Setting details

Unique reference number	2522084
Local authority	North Somerset
Inspection number	10208112
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 4
Total number of places	32
Number of children on roll	42
Name of registered person	Portishead Pre-School CIO
Registered person unique reference number	2522083
Telephone number	01275817834
Date of previous inspection	Not applicable

Information about this early years setting

Brampton Pre-School registered in 2019 and is situated in Portishead, Bristol. The pre-school is open Monday to Friday from 9am to 3.30pm, during term time only. The provider employs seven members of staff. Of these, six hold early years qualifications at level 3 and one holds level 2. The pre-school receives funding to provide early education for three- and four-year-old children.

Information about this inspection

Inspector

Tracey Cook

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 observed the staff's interactions with the children indoors and outdoors to assess the impact these have on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector looked at a sample of the provider's documents. This included evidence of staff suitability and training.
- The inspector took account of the views of parents spoken to on the day.
- The inspector and the manager completed a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum are organised.

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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