

Inspection of Brandon Preschool

The Brandon Centre, Bury Road, Brandon, Suffolk IP27 0BQ

Inspection date:

3 February 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children join in with activities that sometimes lack challenge and depth. Staff do not ensure that activities are consistently well planned to match the individual learning needs of children. For example, children play with a magnetic toy and pen that staff provide to help to develop children's hand muscles. Staff encourage them to talk about shapes and colours, but do not maintain their interest. Conversations between staff and children tend to be short. Staff do not consistently share enough information or introduce new knowledge to children. This means that children do not develop the level of knowledge that they could acquire at their stage of learning.

Children show that they enjoy themselves as they engage in their self-chosen play. They behave well, closely supported by attentive staff. Children often make their own dough, learning the concepts of measure and number as they do. They delight in taking the dough to share with their friends. Staff encourage them to recall the ingredients they used. Children benefit from active play in the inviting outdoor area. They balance on bikes and beams, challenge themselves to throw bean bags into containers, and build sandcastles. Older children think of their own games as they play together, such as hide and seek.

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

- The committee, managers and staff have worked, together with help from the local authority, to make several improvements since the last inspection. The majority of weaknesses that were previously identified have now been addressed. Children's safety is now assured. However, the quality of education is not yet good.
- Staff complete training that has some positive impact on the quality of provision. However, overall, the curriculum for children lacks enough challenge and depth to help all children to make the good progress that they are capable of. Often, staff focus on questioning children about what they already know. They do not consistently extend the learning of older and more-able children to challenge their thinking and build on what they already know.
- Staff generally know where children are in their development and identify some suitable ways to support their progress. However, staff do not always promptly identify when children's speaking skills are delayed. This results in some children not getting the extra help they need quickly enough to help them to catch up with their peers.
- Staff work with parents and other agencies to support children with recognised special educational needs and/or disabilities (SEND). They share information and attend meetings. Staff offer guidance to parents about how to support children at home. However, the plans in place to support children during their time at the

pre-school are unclear. Staff are unable to demonstrate what specific targeted support is in place to help children with SEND to catch up with their peers.

- Children get the attention and time they need from staff to feel valued and secure. They develop close bonds to staff and are keen to come to their pre-school. Children play alongside each other nicely. They choose to join activities that maintain their interest most of the time.
- Children gain skills in their self-care and their independence grows. Parents report that they are satisfied with the support their children receive in this area. Children show that they understand the snack routine as they confidently fetch their own plates and help to make their own snack.
- Children enjoy listening to stories. Staff read to them individually, in small groups and in larger groups. They also sing songs together. Staff help parents to support children's love for reading. This goes some way to supporting children's emerging speech and language skills to develop.
- The manager and staff arrange for children to have new experiences. They involve children in the local community. For example, children visit the adjacent library. Staff arrange visits from people who show children insects and small animals, and from a puppeteer who shares puppets, stories and shows with them.

Safeguarding

The arrangements for safeguarding are effective.

Staff's knowledge of how to safeguard children has improved since the previous inspection. Managers check that staff know and understand the possible indicators of abuse and/or neglect. Those responsible for safeguarding support individual families to access the help they need to protect them from harm. Managers work with staff to help them understand the policies and procedures that they must follow if they have concerns about a child. Staff work closely with other agencies to ensure that families receive support when needed.

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 the planning of activities to increase the levels of challenge for children, ensuring that the education children receive is well targeted at their individual stage of development	04/05/2022

improve the planning, implementation and reviewing of support for children where there are concerns about their progress and development	04/05/2022
ensure that any delays in children's development, particularly in their speech and language skills, are swiftly identified and put appropriate support in place promptly.	04/05/2022

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

- monitor the quality of staff's interactions with children to help them identify how to further improve this aspect of their practice.

Setting details

Unique reference number	251423
Local authority	Suffolk
Inspection number	10209578
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 4
Total number of places	28
Number of children on roll	54
Name of registered person	Brandon Pre-School Playgroup Committee
Registered person unique reference number	RP906831
Telephone number	01842 810913
Date of previous inspection	10 September 2021

Information about this early years setting

Brandon Preschool registered in 1997. The pre-school employs 10 members of childcare staff, nine of whom hold relevant early years qualifications at level 2 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.30am until 11.30am and 12.30pm until 3.30pm. A lunch club operates from 11.30am until 12.30pm. A breakfast club operates from 8am until 8.30am. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Hipperson

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the manager and has taken that into account in their evaluation of the pre-school.
- The inspector observed the quality of interactions between staff and children and evaluated the impact on children's learning and development. The inspector spoke to children and staff at appropriate times.
- The inspector looked at relevant documentation, including first-aid records and evidence of the suitability of staff members.
- The inspector spoke with a small number of parents and considered their views.
- The provider and manager met with the inspector. The manager explained the curriculum for children, to help understand what it is that staff aim for children to learn and remember, and how this is implemented.
- The manager showed the inspector around the pre-school.
- The inspector carried out a joint observation of a learning activity with the manager.

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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