

Inspection of Brookside Pre-school

Gusford School Grounds, Sheldrake Drive, Ipswich, Suffolk IP2 9LQ

Inspection date: 25 January 2022

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

The provider does not ensure that children are safe in the pre-school. Staff are not clear about some aspects of safeguarding and new committee members have not been made known to Ofsted. Despite this, staff do ensure that the premises are secure. Children enjoy playing with the real food in the role-play area. They peel small oranges and cut up apples and peppers to make 'a salad' that they then stir in the mixing bowls. Children are familiar with the consistent routines. Overall, they behave well and know what is expected of them.

Children choose what they want to do, and staff are engaged in their play. However, staff do not know the children well enough, and teaching does not build on what children already know. Staff do not consider children's individual learning needs when deciding what resources to bring out each day. As a result, children do not make the progress that they are capable of. Children with special educational needs and/or disabilities (SEND) spend a disproportionate amount of time unnoticed and sitting alone unoccupied. Despite this, children mostly come into the pre-school readily. Those who are upset are comforted by staff. Children readily go to staff for cuddles and invite them to join in with their play.

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

- The provider has not ensured that Ofsted has been informed of changes to those who make up the committee, so that necessary suitability checks can be carried out. The provider is not able to provide sufficient evidence that enhanced Disclosure and Barring Service checks have been completed for all officers on the committee.
- Staff are not clear about what to do if they have a concern about another member of staff. In addition, they do not have a good enough knowledge about wider safeguarding issues, such as the 'Prevent' duty, to ensure that children's well-being is protected.
- Staff are not always able to talk confidently about where children are in their learning or what they need to do to support children's continuing development. Teaching is not good enough to help children develop the key skills they need for the next stage in their learning. In addition, staff do not consider children's learning needs when providing resources. For example, at this inspection they put out a plastic toy castle but no other resources to accompany it. Consequently, the castle was ignored by children.
- Children with SEND are not routinely included in the activities of the day. For example, staff do not notice when children are not participating in anything. They do not initiate any interactions with the children who spend a long time sitting alone.
- Children enjoy listening in small groups to stories that staff read to them. Staff

engage children in meaningful conversation, showing interest in what they have to say. They introduce new words that help children to build their vocabulary. Some children are developing good communication skills.

- During COVID-19 restrictions, staff maintained contact with the children and families. They recorded videos that they shared on their online journals that they use to record observations of children. In addition, staff posted out activity ideas for parents to do with their children at home.
- Staff share some information with parents about what their children have been doing in the pre-school. Parents state that they are happy with the service provided and that the staff are friendly. They report that their children's transition into the pre-school was managed well, with settling-in sessions that parents were able to stay for.
- Staff have not persevered with their efforts to work in partnership with other settings that children attend. They do not establish an effective two-way flow of information with the other settings to promote consistency in children's care and learning.
- Staff have opportunities for supervision meetings with management. Their training needs are met. A member of staff, who has completed training in 'communication friendly spaces', has shared her learning with the staff team to work towards improving children's communication and language development.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has not informed Ofsted of changes to the key officers who make up the committee. Despite this, there are satisfactory recruitment processes to ensure that those working directly with children are suitable to do so. All childcare staff have completed training in child protection. They are aware of the indicators of abuse and know how to report concerns. However, they do not have a good awareness of wider safeguarding issues, such as how to recognise and protect children from extreme behaviours and views. Staff are not confident about the process to follow if they have a safeguarding concern about a colleague.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
inform Ofsted of all changes to the names of the people who make up the membership of the pre-school committee	31/01/2022

ensure that a record is maintained of the enhanced Disclosure and Barring Service checks for all committee members	30/04/2022
improve staff's awareness of the process that they should follow if they have a safeguarding concern about a colleague	31/01/2022
train all staff to ensure that they have a sufficient knowledge and understanding of wider safeguarding issues, such as the 'Prevent' duty	31/01/2022
improve staff's skills to ensure that teaching meets children's individual learning needs and provides them with sufficient challenge and motivation to learn	30/04/2022
ensure that all children are fully included in all activities and routines of the day, with particular regard to children with SEND	31/01/2022
establish and persevere in efforts to build a two-way flow of information with others who provide care and learning for the children.	30/04/2022

Setting details

Unique reference number	251427
Local authority	Suffolk
Inspection number	10219455
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 10
Total number of places	30
Number of children on roll	72
Name of registered person	Brookside Pre-School Committee
Registered person unique reference number	RP523478
Telephone number	01473604238 or 07956 254213
Date of previous inspection	18 January 2019

Information about this early years setting

Brookside Pre-school registered in 1995. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications from level 2 and above. The pre-school opens from Monday to Friday during school term time. Sessions are from 8.30am to 11.30am and midday to 3pm. A lunch club operates from 11.30am to midday. Children are able to attend for a variety of sessions. An after-school club operates each weekday from 3.30pm to 6.15pm. A holiday club for school aged children operates during school holidays from Monday to Friday. Sessions are available from 8.30am to 4.30pm. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jacqui Mason

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 manager and has taken that into account in her evaluation of the provider.
- The inspector and the manager completed a tour of the classroom and garden to understand how the early years provision and the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the provider and manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- Children told the inspector about what they like to do when they are at pre-school or the after-school club.
- We carried out this inspection as a result of the risk assessment process following information we received about this provider.

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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