

# Inspection of Bretton Community Pre-School

Watergall Children and Family Centre, Bretton, PETERBOROUGH PE3 8NX

---

Inspection date: 24 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy attending this welcoming pre-school. They skip to their rooms and smile as they greet staff, ready to start their day. Staff are kind, caring and get to know their children well. Children are well behaved and caring towards each other. To keep safe, they know only one person at a time can use the trampoline, and they wait their turn patiently. Children develop good physical skills, such as when they climb, jump and balance on the outdoor play equipment. They use large paintbrushes and water to make marks on the wall. They develop their imagination well, for example when they pretend to cook in the outdoor play kitchen. Children enjoy the time spent outdoors.

Children are beginning to make sense of the world. They show curiosity as they watch a chick hatch from an egg. They know they need to be quiet around the chick, so as not to frighten it. Children make comparisons between themselves and the chick. They talk about needing warmth, food and water to live a healthy life. Children develop good communication and language skills. They listen to stories that staff read with enthusiasm. Children show good levels of attention and develop a love of books. They join in when staff sing familiar nursery rhymes and songs, showing that they remember key words and phrases. Children show a good level of independence; they cut fruit, pour their own water and ready the room for lunch.

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

- The manager and staff team have a clear curriculum that is well thought out. Staff say that they receive support from the manager to develop their professional knowledge. To help to support children's speech development, senior staff attended training on how to assess children's early language skills and implement targeted support.
- Children are happy and confident in the pre-school. Staff recognise that for children to develop their early writing skills, they need lots of rich opportunities for physical play. Children learn to balance, control their muscles and enjoy running around outdoors in the fresh air.
- Staff help children to develop new skills and complete difficult tasks. For example, when a child sees another do a 'roly poly', staff help the children to learn by breaking down the skills and steps needed to complete it. Children show determination and have time to practise until they succeed in completing the tumble.
- All children make good progress. Leaders consider how to spend additional funding, to ensure it has the most impact for children. The provision in place for children with special educational needs and/or disabilities is good. Leaders work with parents and external professionals to make referrals and review children's

development. This helps children catch up with their peers.

- Although staff talk to children as they play, they are not always ambitious to build children's language and understanding. For example, staff do not always provide younger children with correct words. Sometimes, during story time, staff do not explain new words well enough to help children develop understanding and build a wide vocabulary. At times, staff do not give children enough time to answer questions and share their ideas.
- Children learn about emotions and are building increasing levels of self-control. Staff help children to resolve any minor conflicts as they play. For example, staff help children to consider how they each feel when they find it tricky to share toys and resources. Staff successfully help children to find solutions and play cooperatively together.
- Staff work well in partnership with parents. Parents say that they feel well informed about their children's learning. They provide very positive comments about their children's experiences at the pre-school.
- Staff follow children's lead in play and sensitively join in. However, they tend to follow routines closely and do not always adapt their practice to meet the needs of the youngest children. Sometimes, the group activities are too large and lengthy for younger children who are still learning to follow set routines.

## Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have a secure knowledge of the signs that may indicate a child is being abused or neglected. Staff understand what they must do should they have any concerns about a child's welfare. Staff complete training to keep their knowledge of safeguarding up to date. This includes signs of extremist views, female genital mutilation and county lines. The managers and staff know where to report any concerns should there be an allegation made against a member of staff. Recruitment procedures are robust to ensure that everyone working with the children is safe and suitable. Staff make effective use of risk assessments to help to identify and minimise any potential hazards to children's safety.

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

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

- enhance staff's understanding and practice of how to help children develop a wide and varied vocabulary and give children time to think and share their ideas
- build staff's understanding of how to meet younger children's needs, particularly when planning group activities.

## Setting details

<b>Unique reference number</b>	256743
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10137470
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	66
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Bretton Community Pre-School Committee
<b>Registered person unique reference number</b>	RP901115
<b>Telephone number</b>	01733 332344
<b>Date of previous inspection</b>	18 July 2013

## Information about this early years setting

Bretton Community Pre-School registered in 1997. It operates for 38 weeks each year. Sessions are from 8.45am to 3pm Monday to Friday, except for public holidays. There are 12 adults employed to work with the children. Of these, six staff hold an appropriate early years qualification at level 3 and one holds early years professional status. The nursery is in receipt of funding for the provision of free early education for two-, three-, and four-year-old children.

## Information about this inspection

### Inspector

Lisa Topham

## 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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022