

Inspection of Brownberrie Lane Preschool Ltd

Brownberrie Lane, Horsforth, Leeds LS18 5SB

Inspection date: 24 May 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and settled at the pre-school. They benefit from the warm and trusting relationships they have with staff and the friendships they enjoy with their peers. Parents confirm that the settling-in process is highly effective in meeting their children's individual needs and aptitudes.

Children become exceptionally confident, motivated learners. They are eager to explore the carefully planned learning opportunities. For example, younger children proudly show the coins they have found in the shaving foam. They excitedly show how they turned the water green by adding yellow to the blue. Older children confidently take part in the inspection process and are keen to explain why they love their pre-school. Staff create a vibrant, yet respectful environment for children. Children often share and take turns independently as they play. There is a pleasant, industrious atmosphere where children busy themselves throughout the day.

Leaders acknowledge the impact that the COVID-19 pandemic has had on children, their families and staff. Parents said that the support they received during the 2020 lockdown was reassuring. Some say that the regular outreach activities were invaluable. Others believe that the impact on their children has been minimal due to the dedicated hard work by staff at that time.

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

- The pre-school is expertly led and managed. Staff are supported to be the best they can be. Planning is meticulous with nothing left to chance. Children's individual learning needs and dispositions are given the highest priority when planning the curriculum and deciding what they need to learn next. Parents say that the approach to meeting their children's individual needs is second to none. Children make rapid progress in all areas of learning.
- Children develop a high level of independence and autonomy in the setting. This is fostered from the outset. For example, the youngest children know they have to push their sleeves up before washing their hands. Older children easily attend to their personal hygiene unaided. They explain why they use soap and that they have to remember to put the towel in the bin.
- Staff help children to learn to make mindful choices about what they do. Children are respectful when staff explain why they have to wait. For example, younger children wait patiently to have the guinea pig on their lap. They are enthralled when it is their turn to stroke the guinea pig and feed it a carrot. Older children use an established voting system to vote for their favourite story. They accept the result, enjoy the story and begin to see how the voting system relates to wider society.

- Staff have created a wealth of opportunities for children to explore and learn in the outdoor area. They provide outdoor clothing to ensure that all children can benefit. A shower of rain does not impede their play and learning. Children love to play in the shop. Younger children enjoy choosing vegetables to put into their basket. They say they like broccoli and have bought a carrot for the guinea pig. Older children confidently explain that they weighed eggs in the shop last week. They use their developing skills to make shopping lists and discuss prices. Children develop good imaginations.
- Staff place a high priority on children's communication skills. They help younger children to practise the sounds they need for tricky pronunciations. Older children explain in more detail what they used to bake biscuits. Staff use various tools and prompts effectively to support children who need extra help. This includes children with special educational needs and those who speak English as an additional language. Parents confirm that their children's language has improved considerably since attending pre-school.
- Guided by staff, children focus on a task and concentrate very well. For example, staff help older children to join the numbered dots in sequence to draw a spider's web. Staff help children to check the recipe card to explain what they used to make the biscuit dough. Children are proud of their efforts and results.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the children and their families very well. This means that they are acutely aware when children or their families may need extra support. Regular staff training means that all staff understand the signs that might mean a child is at risk of harm. They understand how to secure help for such children. Leaders have experience of working with other agencies to ensure that children are effectively supported. Children learn to keep themselves safe as they play. For example, they learn to be especially careful as they fill glass jars with water. They know that glass can be dangerous. Sensible risk assessment and support enhance children's learning.

Setting details

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| Unique reference number | EY441767 |
| Local authority | Leeds |
| Inspection number | 10242852 |
| 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 | 1 to 4 |
| Total number of places | 32 |
| Number of children on roll | 47 |
| Name of registered person | Brownberrie Lane Pre-School Limited |
| Registered person unique reference number | RP911534 |
| Telephone number | 01132589656 |
| Date of previous inspection | 3 October 2017 |

Information about this early years setting

Brownberrie Lane Preschool Ltd registered in 2012. The setting employs 10 members of childcare staff. Of these, six staff hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday for 45 weeks of the year. The setting closes over the Christmas period and usually for three weeks in the summer. Sessions are from 8am until 5.45pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Pat Edmond

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 deputy manager, manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector observed the quality of care and teaching, and assessed the impact this has on children's learning, development and welfare. The inspector also carried out a joint observation with the manager.
- The inspector spoke with several parents during the inspection, read their testimonials, and took account of their views. The inspector also spoke to the children about their time at pre-school.
- The inspector looked at a sample of documents and records. This included evidence of the suitability of staff working in the provision and a range of other documentation required for the safe and effective management of the provision.

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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