

# Inspection of Brooklyn Preschool Playgroup Ltd

Ryedale Community Leisure Centre, Bowling Lane, Norton, North Yorkshire YO17  
8EG

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Inspection date: 22 June 2022

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Requires improvement</b>
Leadership and management	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Good

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

### **The provision requires improvement**

Children are welcomed by staff into this safe and inviting environment. They are happy and settled in this pre-school, where staff establish warm and affectionate relationships with them. Staff adopt a nurturing approach and respond well to children's individual needs. Children are familiar with the routines and structure of the day. For example, at snack time, children independently wash and dry their hands, select fruit and pour their own drinks.

Children know the pre-school's expectations which encourage positive behaviour. For instance, as children play together, they know how to use the timer to wait for their turn to go on the climbing frame. This helps children to develop suitable social skills. Staff promote children's health and well-being effectively. For example, children have frequent opportunities to be physically active in the well-equipped outdoor area.

Children enjoy the variety of creative opportunities on offer. They independently explore mark-making tools, paint and craft resources. Children are taught how to use scissors safely, to cut resources to add to their creations. They show independence about what they make and create. Communication is a clear focus of the curriculum at this pre-school. Children are given time to listen and respond to questions. Signing is used to strengthen familiar songs, rhymes and stories.

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

- Staff place an emphasis on supporting the development of children's speech and language skills. They engage children in meaningful conversations, following children's interests. For example, in the role play area, children and staff recreate a restaurant and talk about the meals that they are ordering and making. This ensures that children know that their ideas are important.
- Mathematics is promoted while children play outside. Staff use the opportunity to talk about speed and height while children use the swing. Numbers are introduced to keep score during a game of badminton. During group circle time inside, younger children count fingers while singing familiar number rhymes.
- The deputy manager undertakes self-evaluation of the pre-school. However, as she is often included in staff ratios, she has been unable to focus on leadership and management responsibilities. Nonetheless, she has identified areas of weakness in the setting. For example, she has identified that girls are not using the 'small-world area' as much as boys. She is working with staff and children to provide resources and activities to attract all children to this area.
- Pre-school staff have well-established routines in place to support children's understanding of healthy eating. At snack times, children excitedly talk about which fruit they have chosen. Parents are given leaflets detailing healthy ideas

for packed lunches. This helps children to learn about healthy choices both in the setting and at home.

- Partnerships with parents are well developed. Parents are pleased with the service that staff provide. They praise staff for their commitment to making sure every child feels valued. Parents receive daily information about what children are doing. They particularly like the online platform, which has regular updates on children's learning.
- The key-person system works well. Children form good attachments with staff who know them and their family well. Children have a secondary key person. This ensures that if a key person is absent, other staff can care for children to offer continuity of care and learning.
- Overall, pre-school leaders have a strong focus on staff's well-being. However, professional development is not always seen as a priority. The deputy manager needs further support to help her to be proactive in supporting staff to develop their knowledge and skills.
- The pre-school's policies and procedures are not always clear, which leads to misinterpretation and breaches of their own policies. For example, there are inconsistencies in what the policies state and in what managers and staff are doing.
- Children enjoy the time they spend in the large stimulating outdoor space. They have opportunities to run, ride bikes and play racket sports. This helps children to develop a positive attitude to leading a healthy lifestyle.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure safeguarding knowledge and have completed relevant safeguarding training. This enables them to identify concerns about a child's welfare and report their concerns to one of the pre-school's safeguarding leads. Staff supervise children and maintain a safe and clean environment for them. Pre-school leaders have robust recruitment procedures in place. These ensure that staff are suitable and have the relevant knowledge and experience to work with children. Staff attend paediatric first-aid training to help them respond quickly to an emergency.

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

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

- ensure policies and procedures are clear, robust and adhered to by leaders and staff, and review them regularly to make sure that they remain relevant
- support staff in accessing appropriate professional development opportunities, to ensure that they are continually developing their knowledge and skills to raise the quality of teaching even further.

## Setting details

<b>Unique reference number</b>	EY488896
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10225920
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Brooklyn Pre School Playgroup Limited
<b>Registered person unique reference number</b>	RP529372
<b>Telephone number</b>	01653696754
<b>Date of previous inspection</b>	26 September 2016

## Information about this early years setting

Brooklyn Preschool Playgroup Ltd registered in 2015. The pre-school employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and one member of staff holds a qualification at level 6. The pre-school opens from Monday to Friday, from 9am until 4pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Suzanne Thompson

## 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 and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the deputy manager about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation with the deputy 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 pre-school.

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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