

Inspection of Brookhurst Preschool Group

Brookhurst Road, Bromborough, Wirral, Merseyside CH63 0EH

Inspection date: 13 July 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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children demonstrate extremely high levels of interest when they arrive at the safe, nurturing, and well-resourced environment. They quickly become engrossed in the stimulating and carefully planned experiences. Children make rapid progress in their all-round development. They demonstrate determination and problem-solving skills. Children build towers and work together to make the tower taller and stronger. They show their impressive knowledge and state that if the base is wider the tower will be stronger. Children ask intellectual questions that help them gain precise information and build their knowledge further. They are fascinated and focused during their play.

Children have secure bonds with all staff, and close friendships with peers. They listen to each other intently during group time and laugh as their friends recite amusing rhymes. Staff ensure rules and routines are consistently implemented. As a result, children's behaviour is excellent. Children are involved in creating the pre-school rules, they are aware of the high expectations staff have of them. Children regulate their emotions extremely well and talk about their feelings. They know that their actions affect others. As a result, the learning environment is calm and accessible for all children. Children flourish and gain an abundance of knowledge and skills in readiness for school. During the COVID-19 pandemic staff interacted regularly with families by sharing videos of activities. This enabled learning to continue at home. For example, staff read stories and demonstrated movement sessions. This helped children settle with ease back into the setting when restrictions lifted.

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

- Leaders and staff plan and deliver a meticulous curriculum that is highly focused on each child's assessed developmental needs. Children rapidly gain new skills and show extremely positive attitudes towards learning. They make exceptional progress and consistently build on their learning. Gaps in learning are quickly identified and addressed by the experienced staff team. All children can access the experiences on offer as staff expertly alter activities to suit children's individual needs and interests.
- The curriculum for physical development is extremely strong. Children swing on acrobatic rings and whizz around the designated 'road' area safely on balance bikes. They show great strength as they expertly lift both legs of the floor. Staff lead a daily movement session to help children stretch and strengthen their bodies. Children develop the strength in their hands as they pump water from a large bottle into the 'mud kitchen' and twist the lids of bottles. Children develop their strength and skills in their play. These skills help prepare children for the next stage of their education.

- Staff's spoken language is clear and concise. Their enthusiastic modelling of words and language structures helps children to listen and, in turn, speak with immense clarity. Staff ensure that children who speak English as an additional language hear and use their home language in play. As a result, all children are confident communicators.
- Children show impressive use of their emerging literacy skills within their play. Children are excited as they create letters for family members. Staff bring this learning to life, they take children to buy stamps and, post the letters in the post box. Families respond and reply to the letters. Children are delighted as they open the letters and share them with their friends. Children benefit from meaningful learning and develop an understanding of writing for purpose.
- Children are supported to develop a real sense of responsibility. For example, they participate in sponsored walks, create food hampers to deliver, to those in need, in the community and visit local care homes. Children learn a lot about different cultures. Parents are invited to attend and share their family cultures and ways of life. Children feel a sense of belonging and are very well prepared for life in modern Britain.
- The managers and staff place high value on parents as their children's first educators. Parents and children's views are considered through questionnaires and surveys. Families feel valued and are kept up to date with their child's progress. Practitioners take time to talk to parents, offering guidance and reassurance as well as advice for children's home learning. This enables parents to support their children's learning at home seamlessly.
- Leaders show an exceptional commitment to remove any barriers to learning. They ensure that all children get the early support they need. Staff recognise when children struggle to regulate their emotions. They implement effective methods, such as sending 'positivity books' home, this ensures parents get the opportunity to celebrate children's positive actions and means that every child feels valued and celebrated.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are strongly committed to safeguarding children's welfare. They accurately identify the potential signs and symptoms that may indicate that a child is at risk of harm. Staff know the procedures to follow if they are concerned about children's safety. Managers provide regular training, so that staff keep their knowledge and skills up to date. Staff ensure that children are able to play in a safe and secure environment. They take steps to minimise any potential risks. Children demonstrate the ability to keep themselves safe in their play. All members of staff have paediatric first-aid training. They are confident to deal with any incidents or accidents that occur.

Setting details

Unique reference number	306501
Local authority	Wirral
Inspection number	10129243
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	30
Number of children on roll	67
Name of registered person	(Stepping Stones) Brookhurst Pre-School Group Committee
Registered person unique reference number	RP902191
Telephone number	0151 343 0451
Date of previous inspection	26 February 2016

Information about this early years setting

Brookhurst Preschool Group was registered in 1990. It is managed by a committee. It opens from Monday to Friday, term time only. Sessions are from 9am to 3.40pm. The pre-school employs nine members of staff. Of these, six hold appropriate early years qualifications at level 3, one at level 5 and two at level 2. The pre-school provides funded early education for two-, three-, and four-year-old children. The pre-school supports disabled children and those with special educational needs.

Information about this inspection

Inspector

Deborah Magee

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 manager and has taken that into account in their evaluation of the pre-school.
- The managers joined the inspector on a learning walk and talked to the inspector about the curriculum and what she intends for children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the managers about the leadership and management of the setting.
- 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 manager and the inspector carried out a joint observation of group activities.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- Parents shared their views of the setting with the inspector.

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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