

Inspection of Brightfields Pre-school

Brightfields Children's Centre, St Mary's Street, Farcet, Peterborough PE7 3AR

Inspection date:

26 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children make good progress and enjoy their time in the welcoming pre-school. They play with resources that reflect their interests but also introduce them to new ideas, and ways of life. Children learn about what it is like to be a child in a different country as they explore a story about a child who lives abroad. They investigate different types of food that people may eat in other countries as they put them in a basket and try to balance the basket on their heads as they act out the story. Staff use these interesting items to encourage children to explore new language. For example, children have lively conversations about green and white pumpkins they have at pre-school. They compare these to pumpkins they see in a book, noticing that those are orange. They use scales to weigh them and use words to describe them, such as 'heavy' and 'smooth'.

Children enjoy exploring the engaging outdoor space and share their knowledge about the natural world, such as that slugs leave trails. They show their ability to solve problems as they adapt the environment as they set up logs and planks for obstacle courses. They discuss what different creatures may like, such as worms liking dark spaces, and apply this knowledge to habitats they build with logs and bricks. The children know how to fetch umbrellas when it begins to rain and bring these outside to continue playing.

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

- The manager and staff have a robust understanding of children's home lives and prior experiences. They are vigilant about any issues that may affect children's safety, or change their needs. They work closely with parents to ensure that they respond to any changes in children's circumstances that may affect their well-being or their ability to engage in different activities. Relationships with parents are given high priority. Staff use a range of effective strategies to engage parents in their children's development and learning and parents have strong praise for the care and education their children receive.
- The manager has secure oversight of the pre-school. She uses an effective programme of staff support and supervision that helps her to identify areas for development and drive improvements in practice. While some changes are at an early stage, she is keen to enhance the quality of the pre-school over time. The manager is aware of variations in staff practice. She is using a programme of professional development and support to help raise all teaching to a higher standard but this is not fully embedded.
- Children have worthwhile learning opportunities that help them develop. They are acquiring a broad vocabulary, self-confidence and the ability to follow their own interests and ideas. The manager is beginning to implement a curriculum which is based on staff's knowledge of children's home lives, what they can

already do and what they already know. Staff are beginning to establish what children need to do next but do not always shape learning experiences to support all children's next steps for learning.

- Children enjoy their time at pre-school. They play happily alongside and with each other and enjoy taking turns to explore different materials and resources. For example, they look at how different ingredients combine to make dough. They add different materials to their dough, such as herbs and lolly sticks, to make different creatures out of dough. The curriculum for communication and language promotes children's developing speaking and listening skills. Staff support children who have any delays in speech. They make sure that children hear lots of spoken language. Staff repeat children's speaking, gently correcting any mispronunciation. They successfully encourage the language development of any child who speaks English as an additional language.
- The manager has established close links with other professionals who may be involved in children's lives. She works closely with local schools to support children who move on from pre-school. Staff use a range of effective strategies to support parents to help get their children ready to move to school. For example, they share 'school readiness kits' that help parents focus on building skills to support their children to move on. Children are acquiring the skills and attitudes to be successful in future learning, including at school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff place the safety and well-being of children at the heart of what they do. They use a broad range of training, clear knowledge of the local area and children's home lives, and a thorough understanding of signs and symptoms of potential concern, to take swift action at the earliest opportunity to protect children. All leaders and staff have thorough training in broad areas of child protection, to help them to monitor and act on any developing concerns. Staff are fully aware of how to refer any concerns they may have, both internally to senior leaders, and externally to relevant agencies. They are able to take swift action to protect children.

What does the setting need to do to improve?

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

- continue to sharpen the focus of the curriculum to help refine opportunities for children to learn, to support their best progress
- help staff to more consistently deliver learning experiences that link specifically to children's individual learning needs.

Setting details

Unique reference number	EY391695
Local authority	Cambridgeshire
Inspection number	10233743
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	19
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Telephone number	01733 241 455
Date of previous inspection	19 October 2016

Information about this early years setting

Brightfields Pre-school registered in 2009. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Naomi Brown

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- 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 manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke to several parents during the inspection and took account of their views.

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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