

Inspection of Brailsford Pre-School

Brailsford Institute, Main Road, Brailsford, Derbyshire DE6 3DA

Inspection date:

7 October 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy their time at pre-school. They are greeted warmly at the door by the friendly and caring staff. Children settle quickly and happily wave goodbye to their parents. They know the routines and learn to do things for themselves. For example, they place their water bottle on their named card and hang up their coats. Children learn to be independent as they put their boots on for outdoor play. Children are keen to take part in adult-led activities. For example, they enjoy playing catching games with staff using different-sized balls. As they throw and catch balls, staff encourage children to throw them 'on', 'over' and 'through' a box. This helps children's growing mathematical knowledge. However, the curriculum for children's learning is not currently ambitious enough. Children are not helped to learn as much as they can or supported to engage in activities to challenge their learning. For instance, staff provide water-play activities that are poorly planned and insufficiently extended. Older children quickly lose interest and become disengaged. They start to display unwanted behaviour as they intentionally splash water on the floor while other children stand and watch. Staff do not carefully consider how to provide children with age-appropriate support. Consequently, children do not build on what they already know and can do. These weaknesses in staff's teaching practice are not recognised and addressed by the manager.

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

- The management team have made some improvements since the last inspection. The majority of identified weaknesses have been addressed. This has had a positive impact as children's safety is now assured. However, further time and support is needed to develop teaching and learning throughout the pre-school to ensure all children make good progress.
- The management team has not implemented an appropriately challenging curriculum. Activities are not planned well enough and do not focus on what children need to learn next. While some children appear to enjoy activities, others appear bored and wander between activities. This means children do not make the progress they are capable of because their individual learning needs are not met.
- Staff place high levels of focus on children with special educational needs and/or disabilities. They work effectively with other professionals to help implement support strategies quickly. Parents state their children are making steady progress from their starting points.
- Children behave well most of the time. They play alongside each other, and staff encourage them to use good manners during their play and daily routines. However, staff expectations for children's behaviour are not consistent. For example, staff do not always address minor incidents of unwanted behaviour. For example, staff remind children to wear aprons to keep their clothes dry.

When children refuse, staff do not pursue this further. To this end, children are not learning what is expected of their behaviour.

- Staff support children's growing independence skills. For example, children serve themselves at snack time, pour their own milk and put rubbish in the bin. This helps children to learn to do things for themselves.
- Staff generally plan activities based on children's different interests. They provide resources, such as dolls, books and tools for mark making. However, these activities are poorly presented and not extended well enough to ignite children's interest. Staff complete observations and identify some next steps linked to children's learning. However, targets to support children's progress lack ambition and therefore fail to build on what children can already do.
- The manager regularly plans events and visits to the local community to broaden children's experiences. She understands the impact that the restrictions during the COVID-19 pandemic have had on children. Recently, children visited a farm to learn about animals, experienced travelling on a bus and listened to stories at the library.
- Despite supervision processes and routine team meetings being in place, the manager does not identify and address weaknesses in staff's practice. Staff do not receive tailored coaching and mentoring to help them improve their teaching skills.
- Staff sit alongside children as they play. They show an interest in their activities and generally engage them in conversations. However, they do not check what children already know or ask questions to further develop their learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of the possible signs and indicators that may suggest a child is at risk of harm. This includes those that may be at potential risk from radicalisation. Staff know what procedures to follow if they have concerns, including concerns about the conduct of a colleague. The manager ensures safer recruitment checks are conducted to ensure the ongoing suitability of staff working with children. The setting is secure, and children are well supervised. Staff teach children how to be safe. For example, they are told not to run on the parachute cloth as it is slippery.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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design an effective curriculum which helps staff plan meaningful and challenging learning experiences for all children, to consistently build on what children already know and can do	25/11/2022
raise the quality of interactions and teaching to ensure staff are consistently guiding children's development to a good level and all children make the best possible progress	25/11/2022
ensure effective monitoring of staff practice so that weaknesses can be swiftly identified, and appropriate support can be put in place in a timely manner to develop staff's teaching skills.	25/11/2022

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

- develop behaviour management strategies so that staff have a consistent approach to better support children's understanding of positive behaviour.

Setting details

Unique reference number	206725
Local authority	Derbyshire
Inspection number	10239763
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	26
Name of registered person	Brailsford Pre-School Committee
Registered person unique reference number	RP522742
Telephone number	07718424664
Date of previous inspection	7 April 2022

Information about this early years setting

Brailsford Pre-School registered in 1980 and is situated in Brailsford, Derbyshire. It is run by a committee. The pre-school opens Monday to Friday, during term time only. Sessions are Monday and Friday from 9am until 12pm. Sessions on Tuesday, Wednesday and Thursday are from 8am until 4pm. There are six members of staff. Of these, one holds an early years qualification at level 6, one holds an early years qualification at level 5, and two hold an early years qualification at level 3. The pre-school receives funding to provide free early years education for children aged three and four years old.

Information about this inspection

Inspector
Susan Hyatt

Inspection activities

- The inspector discussed any continued impact of the COVID-19 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 communicated with the inspector during the inspection.
- 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 observed the interactions between staff and children.
- The inspector carried out a joint observation of a nature activity with the deputy manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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