

Inspection of Bradway Pre-School

Bradway Pre-School Playgroup, The Annexe, Bradway Road, Sheffield S17 4QS

Inspection date:

20 October 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The setting is bright, warm and welcoming, and children are very happy and comfortable. The staff are nurturing and caring, and this helps children to settle and develop secure and caring bonds with staff. Children demonstrate that they feel safe and secure as they chatter during activities. Children behave well and play contentedly alongside each other. They understand expectations for behaviour and willingly help with tasks, such as tidying up the toys. Children follow the routines of the setting and choose puzzles, problem-solving resources and construction bricks to play with while staff set up the pre-school room tables for lunch. Children enjoy playing in areas such as the kitchen area and the 'shop' as well as the mini, indoor gymnasium.

Children participate in arts and crafts activities and enjoy making pumpkin prints using orange paint and half of a cut apple. Parents speak highly of the setting and are very happy with information that is provided about their children's development and progress. However, the leadership team has failed in its duty to notify Ofsted of committee members who are responsible for the running of the setting. Although individuals have no access to children's information or come into the setting when children are present, this potentially compromises children's safety.

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

- Leaders and managers plan curriculum activities around children's interests and take account of individual children's development and ability. Children's literacy skills are a particular focus, and children are presented with many stimulating opportunities to enhance these. For example, children enjoy drawing, colouring and cutting things out using safety scissors.
- Children are encouraged to think about their own health and how to take care of themselves. For instance, children engage in conversations with staff about healthy foods and drinks. They are encouraged to wash their hands regularly after toileting and playing. However, although children are encouraged to be independent, they are not always given a range of opportunities to develop and extend these skills.
- Children enjoy participating in activities and are encouraged to celebrate their achievements, such as when children write their own name or letters from their name on their artwork.
- Children understand the routine, rules and boundaries of the setting and adhere to these in a positive manner. For example, they know when it is time to tidy up before lunch or before going outside to play.
- Staff give good consideration for children with special educational needs and/or disabilities. Children make good progress and are happy and confident. Staff also develop good links with other agencies to support children in their development.

- Children have good relationships with staff and their peers and demonstrate positive social interactions with one another. However, at times, staff do not enhance children's vocabulary skills further by using more complex words and sentences that broadens their understanding of language.
- Staff have good relationships with parents and provide them with informative feedback on their children's day as well as the progress they are making. New children are well supported when settling into the setting.

Safeguarding

The arrangements for safeguarding are not effective.

The leadership team has failed to notify Ofsted of two new committee members in order for Ofsted to perform and complete necessary checks, to keep children safe. Nevertheless, staff are aware of safeguarding issues. They confidently describe the different types and signs of abuse and have knowledge of what procedure to take and what to do in the event of a concern. Staff also understand the importance of information sharing in a timely manner.

What does the setting need to do to improve?

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

- provide children with more opportunities to extend their conversation skills and to use more complex words and phrases to further enhance their range of vocabulary
- provide children with more opportunities to develop their independence skills further.

Setting details

Unique reference number	EY481053
Local authority	Sheffield
Inspection number	10229698
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	26
Number of children on roll	32
Name of registered person	Bradway Pre-School
Registered person unique reference number	RP533923
Telephone number	07907115436
Date of previous inspection	14 November 2016

Information about this early years setting

Bradway Pre-School registered in 2014. The pre-school employs eight members of childcare staff. Of these, one holds qualified teacher status, two hold appropriate early years qualifications at level 3 and two hold appropriate early years qualifications at level 2. The pre-school opens from Monday to Friday, during term time. Sessions are from 8.50am until 2.50pm.

Information about this inspection

Inspector

Marie Briggs

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 provider and the inspector went on a learning walk together and discussed how the provider organises activities in the pre-school room.
- The inspector and the manager of the setting jointly observed an activity led by another staff member and then evaluated and discussed this.
- The inspector observed staff's interactions with children and spoke to staff about their key children and their progress.
- The inspector spoke to parents to gather their views about the setting.
- The inspector spoke to one of the committee members who is partially responsible for the running of the setting.

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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