

# Inspection of Sidemoor Preschool

Pear Tree Childrens Centre, Broad Street, Bromsgrove, Worcestershire B61 8LW

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Inspection date: 18 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children feel safe and secure within the setting. Staff build strong relationships with children, they take time to get to know the children before they start. This enables children to settle quickly into their day. Most children demonstrate positive attitudes. Occasionally, when children need support with their behaviour, staff take the time to help children to understand how to be kind and share resources with their friends. This approach has a positive impact on how children respect and treat one another.

Partnerships with parents are strong. Parents are extremely complimentary about their experience at the pre-school. They state that their children love attending and make good progress. Parents comment that their children's personal and emotional development is supported, and staff work with parents to ensure children are ready to transition to their next stage of learning. For example, they offer a weekly PE session. Children are encouraged to bring a PE kit to enable them to learn how to dress and undress themselves. Parents feel fully involved in their children's learning. They also discuss the sense of community that they feel within the setting.

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

- Staff promote personal hygiene within the setting. Children are encouraged to independently wash their hands before snack. They know what is expected of them and, with some assistance, are able to complete this. Children learn about oral hygiene. They practise brushing the teeth on a toy mouth. Children express how they do this at home and put toothpaste on their toothbrush.
- Staff support children with special educational needs and/or disabilities. For example, they use signs and visual aids to support children's communication and language and offer one-to-one support when needed. Staff work in partnership with parents and a range of outside agencies to ensure that the children receive tailored support to meet their needs. Together, they set individual targets, and these are reviewed regularly to ensure that all children make good progress.
- Staff plan the curriculum through the interests of the children. Overall, they plan activities well. However, on some occasions, group activities are not as well organised. For example, children become distracted during their snack, as other children are playing musical instruments and singing, causing the volume of noise within the room to be distracting for others.
- Children have countless opportunities to develop their physical skills. They enjoy free flow access to the outside area throughout the day. For example, children ride bikes, make 'food' in the mud kitchen and build with large wooden blocks. Children show a keen interest in the natural world. For example, children were curious about what rabbits may eat and where they would sleep, while they

were making 'meals' in the outside kitchen. They discuss how they are going to make food for the toy rabbit.

- Children engage with staff during their play. They are inquisitive and keen to learn. For example, children re-tell the story of 'We're Going on a Bear Hunt' and scream with excitement as they run away from the 'bear', asking staff, what happens next? However, staff do not always allow time to develop children's language and communication skills, especially for children who speak English as an additional language.
- Staff speak highly of the management team. They feel supported with their well-being and have an open-door policy with management. Staff say they enjoy working at the pre-school. They are provided with suitable opportunities for training and supervision to enhance their practice.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers ensure that all staff are suitable to work with children. This includes a thorough recruitment process, induction, and supervision sessions. Staff understand their roles and responsibilities to safeguard children. They carry out regular risk assessments to keep children safe. Staff have a broad understanding of safeguarding issues, including the 'Prevent' duty guidance and county lines. They know how to report their concerns about children's welfare. Staff are all aware of the whistle-blowing policy and how to do this should they need.

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

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

- review organisations of the day to help children to concentrate and focus on activities, avoiding unnecessary noise levels
- support staff to further develop children's communication and language skills, particularly those who speak English as an additional language.

## Setting details

<b>Unique reference number</b>	EY365014
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10233716
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Sidemoor Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP904739
<b>Telephone number</b>	01527 870828
<b>Date of previous inspection</b>	16 February 2017

## Information about this early years setting

Sidemoor Preschool registered in 2008 and is situated in Bromsgrove. The pre-school employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The pre-school operates during term time only. Sessions are available Monday to Friday from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Freya Marskell

## 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 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 inspector spoke to several parents during the inspection and took account of their views.
- 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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