

Inspection of Brick by Brick

Beckenham Rugby Football Club, Balmoral Avenue, Beckenham, Kent BR3 3RD

Inspection date:

9 December 2022

Overall effectiveness

Outstanding

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 are exceptionally motivated to learn at this pre-school. They excitedly make decisions about whether to play inside or outside. Children select from enriching resources. They are expertly guided in their learning by experienced staff. For example, children build a pretend school out of cardboard outside. Staff encourage children to think about how they will build it and what materials to use. Children try hard. They concentrate and keep going, even when they find things tricky. Children are extremely confident and resilient learners.

Children rapidly learn new vocabulary. They use their imaginations as staff play alongside them. For example, outside, children investigate real vegetables. Staff ask them questions and introduce new vocabulary, such as 'leek' and 'parsnip'. Children tell staff that the vegetables need sunlight and water to grow. Children think about where to put the vegetables to help them grow. They develop a deep understanding of the world around them.

Children are busy and deeply engaged in their learning. They play for extended periods of time with staff and their friends. Children are excited to celebrate what they have made. For example, children make space rockets and think about what they are doing. They have creative ideas of how to adapt their models. Staff encourage children to have a go and use their own ideas, praising them. All children are keen to learn.

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

- The manager leads the pre-school in an inspirational way and constantly evaluates the resources to make sure that they are challenging for all children. The manager trains staff to ensure that all children's next steps in learning are identified. Staff use their knowledge of what children know and can do to meticulously plan activities that are ambitious. All children are extremely well prepared for the next stage of their education.
- The manager and staff interact with children purposefully. They have an excellent knowledge of child development. All staff deliberately select new vocabulary and teach this to children. Children make exceptional progress in their learning.
- Staff understand that some children need additional support with their learning. They constantly adapt their teaching to enable all children to experience challenge. Staff meticulously assess the language children know and the new words they need to learn. All children, including children who speak English as an additional language, are exceptionally well supported. For example, as some children pop bubbles, they learn the word 'pop'. Staff ask children questions, introducing new words, such as 'big' and 'more'. Children repeat the language

which they have learned.

- Staff support children to work together to solve problems. Children cooperate extremely well with one another and listen to each other's views. They learn to think about the feelings of others. Children's behaviour is exceptional.
- The manager and staff develop children's critical-thinking skills in an inspirational way. For example, when making buildings, staff ask the children, 'Shall we use bricks or straw?' Staff interactions allow children to think about how to do things. Children explore a variety of their own ideas. They are confident, resilient and motivated learners.
- Parents are overwhelmingly positive about their experiences of the pre-school. They report that they receive regular and comprehensive reports. Parents meet frequently with staff to discuss their children's learning. They say that they have noticed their children's learning is accelerated. Partnerships with parents are extremely strong. This helps parents to extend children's learning at home.
- Staff understand that it is vital that children learn about cultures within and outside the pre-school. They know that this gives them a sense of the differences between people in the world. Parents are happy that they have been invited to share their own cultures within the setting. Staff regularly plan a variety of opportunities for children to learn about others. Children learn respect for other people.
- Care practices are highly effective. Staff consider the specific needs of all children and work together with families to ensure that all children's needs are met. Children learn to be highly independent. They are encouraged to think about how to keep themselves and others safe. For example, when children use big tools, staff remind children to be careful. Staff ask, 'What would happen if we hit the window?' Children reply, 'It would be broken.' Children feel very safe and secure. They are ready to learn.
- The manager is highly reflective of their practice and meticulously plans training opportunities for all staff, to ensure that their teaching skills continue to improve. For example, staff have recently completed an outdoor mark-making course. This helps them to extend opportunities for children to practise their writing and drawing skills outside. The manager regularly undertakes supervision sessions with staff to review their progress. All staff are highly skilled at targeting the specific learning needs of all children.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have an excellent knowledge of safeguarding. The manager trains staff to understand and implement the safeguarding policy. Staff know the procedure to follow when recording and reporting any concerns. They know the signs that children may be at risk of abuse and neglect. The manager and staff have a very strong understanding of a range of safeguarding issues. They regularly attend training to refresh their knowledge.

Setting details

Unique reference number	EY301644
Local authority	Bromley
Inspection number	10234905
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	41
Name of registered person	Gaubert, Bianca Angela
Registered person unique reference number	RP908705
Telephone number	020 8650 7176
Date of previous inspection	15 March 2017

Information about this early years setting

Brick by Brick registered in 2005. The pre-school is located in Beckenham, Kent. It opens during term time from 9.15am to 4.15pm, Monday to Wednesday, and from 9.15am to 12.30pm, Thursday to Friday. The provider employs eight staff. Of these, seven hold appropriate early years qualifications, including one member of staff who is qualified at level 6, one qualified at level 4 and five qualified at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Daurge

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want 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 on children's learning.
- The manager and the inspector carried out joint observations.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022