

Inspection of Brierley Playmates Pre-School Nursery

Brierley Community Pavillion (off Holgate View), Brierley Park, Brierley, Barnsley, South Yorkshire S72 9HN

Inspection date: 16 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 enjoy their time at this pleasant pre-school. Welcoming staff warmly greet the children as they enter the setting, eager to start their day. Children show how they feel safe as they settle quickly. They explore the activities on offer in the well organised and inviting environment.

Leaders have developed a curriculum that helps children to make good progress in their learning and development. The enthusiastic staff team plan a range of engaging activities and experiences, which the children thoroughly enjoy. For example, children use a range of brushes and rollers to paint a large cardboard box. Children explain that this will be the 'dragon's head' for their upcoming dragon dance. They talk about how they will perform this to celebrate Chinese New Year.

With staff encouragement, children learn important independence skills, which they practise frequently. For example, children serve their own snack, pour their own drinks and put on their own coats. Children behave well. They follow the group agreements that they decide on together and staff gently remind them of the rules. Children follow the well-embedded routines. For instance, when the bell rings, children quickly work together to tidy the room ready to go outside.

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

- Leaders have developed a strong curriculum. They talk confidently about what skills and knowledge they want children to learn. Leaders use weekly topics to offer new and interesting experiences and build on children's prior learning. For example, children learn about scientific concepts through melting ice eggs and making dough. Children have good opportunities to consolidate and secure their learning over time.
- Staff know children well. They use regular assessments of children's development to help them understand what children know and can do. Staff take steps to help children meet developmental milestones. For example, they put individual plans in place for children when they are at risk of falling behind. Staff also seek support from external agencies to best support children's individual needs. Children make timely progress from their starting points.
- Overall, children are motivated and engaged in their learning. However, some children who are new to the setting do not yet have a key person. This means that they have not developed a strong attachment with an adult. These children sometimes become unsettled throughout the session. Consequently, they do not always feel secure enough to fully engage in activities and benefit from all the learning opportunities available to them.
- Leaders recognise that the COVID-19 pandemic has had an impact on children's development, particularly their communication and language skills. They have

put in place plans to help children close any gaps in their learning. For instance, children play 'sound bingo' to practise their listening skills. Staff use signs and actions with words to develop children's understanding skills and introduce key vocabulary booklets to help children learn new words.. This helps children to develop the early language skills they need to become effective communicators.

- Partnerships with parents are good. Parents speak positively about the setting and staff. They describe the setting as being 'like a family.' Staff hold regular parent consultations and offer advice to help parents support their children's learning at home. Parents believe that this has a significant, positive impact on their children's development.
- Staff model positive and respectful relationships. They use good manners and are consistent in their expectations of children. Staff encourage children to take turns and to manage minor conflicts independently when they arise. Democracy is promoted through a daily vote on which book will be read at story time. Children learn the skills that they need to become good citizens.
- Staff provide children with a range of challenging activities to promote their physical development. Children squeeze dough, use chopsticks to pick up grains of rice, balance on an obstacle course and negotiate spaces while riding on balance bikes. This helps them to develop the muscle strength in their hands and bodies, needed for future success.
- Staff promote children's learning and thinking skills well during group-time activities. They provide children with clear, developmentally appropriate information and ask open questions. Staff ask children for their ideas and to recall past experiences. However, at times, the group size is too big for all children to fully participate in discussions. This means that not all children benefit from the interactions and learning that takes place.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of how to keep children safe. Staff ensure the indoor and outdoor environments are secure and well maintained. They demonstrate a strong understanding of the possible signs and symptoms of abuse and indicators that a child may be at risk of harm. Staff have a strong knowledge of safeguarding issues, such as the 'Prevent' duty and female genital mutilation. Leaders ensure people working with children are safe to do so. They know what action to take if they are concerned about a child, in line with local safeguarding procedures.

What does the setting need to do to improve?

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

- assign a key person to new children in a timely way, especially those who

struggle to settle and feel emotionally secure

- review the size of group-time activities to allow all children to participate and fully benefit from the good learning that takes place.

Setting details

Unique reference number	302824
Local authority	Barnsley
Inspection number	10264390
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	3 to 4
Total number of places	25
Number of children on roll	22
Name of registered person	Brierley Playmates Committee
Registered person unique reference number	RP908619
Telephone number	01226 713889
Date of previous inspection	14 June 2017

Information about this early years setting

Brierley Playmates Pre-School Nursery registered in 1993. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Natalie Stringer

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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.

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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