

Inspection of Brixworth Centre Pre-School

Church Street, Brixworth, Northamptonshire NN6 9BZ

Inspection date: 26 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children arrive happily at this welcoming pre-school. Staff have excellent bonds with children. For example, children smile as they run over to staff to give them cuddles, showing they feel safe and secure. Children have positive relationships with their friends. They confidently welcome visitors into their play as they offer them pretend cups of tea. Children learn how to keep safe, as staff offer gentle reminders, such as how to use the slide on the climbing frame. They are supported by staff to develop their independence. For example, staff show children how to open food packets at lunch, saying to use 'pinchy parrot' with their fingers to open them. Children are proud as they manage this task successfully.

Children explore and engage well in the wide variety of activities that staff provide. They enjoy spending time outside and use their imagination to build a house. Children play cooperatively as they use planks of wood and foam bricks to do this. They develop good physical skills as they practise kicking balls. Children confidently scale the climbing frame and proudly shout, 'I did it!', as they reach the top. Children's communication and language development is supported well. They fill in the missing words as staff read familiar stories to them.

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

- The pre-school supervisor, staff team and committee are dedicated to their roles. Staff report that the pre-school supervisor is 'amazing' and very supportive. She carries out appraisals with staff, where they discuss their professional development and well-being. She is proactive in sourcing training to help improve staff skills. For example, Makaton training has been implemented to further support children's communication and language development.
- Parents are extremely complimentary of the pre-school. They comment that staff regularly share information with them about their child's learning and development. Staff provide ideas for parents on how to support their child's continued learning at home. Parents say that since their children have attended, their speech and social skills have improved.
- The pre-school supervisor and staff ensure they try to promote an inclusive environment for all children. However, they do not consistently use information gathered from parents about children's individual backgrounds and heritage well enough. As a result, not all children's diverse backgrounds are reflected in the play, environment and activities on offer.
- Staff provide a curriculum that follows children's interests. They know what the children need to learn in order to make effective progress. Staff deliver focus weeks for each child where they are intensely supported to work towards next steps in their learning. Observations are used and reflected upon to check for any gaps in learning and plan activities appropriately to support these.

- Children with special educational needs and/or disabilities are extremely well supported. The pre-school's special educational needs coordinator works closely with staff, parents and other professionals. This helps staff to support children to work towards individual next steps in their learning. The pre-school supervisor uses additional funding well. For example, one-to-one staffing is provided for children who need it the most, with additional resources purchased to support their development. This enables children to make good progress.
- Staff extend children's learning as they play. For example, children discuss with staff that they are scared of dinosaurs and ask if there are any in the village. Staff remind them that dinosaurs are no longer here and introduce the word 'extinct' to them. Children listen with intent as staff talk about dinosaur skeletons that are displayed in museums.
- Children behave well, resulting in the pre-school having a calm atmosphere. Staff help children to talk about their feelings and emotions and remind children to use kind hands and to share with one another.
- Children independently put on their own coats before going out to play. However, staff do not always support children to develop their self-help skills as much as they could. For example, children are not always encouraged to tidy up after themselves or consistently reminded to wash their hands after visiting the bathroom independently.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a strong understanding of the different types of abuse children can be subjected to, including the signs and symptoms of female genital mutilation. They are confident in the setting's policies and procedures. They know to report concerns about children or adults to one of the designated safeguarding leads. Staff are also aware of who they can escalate concerns to if needed. The supervisor refreshes staff knowledge by asking them questions and discussing safeguarding topics at regular meetings and during supervisions. The supervisor and committee are aware of their responsibility to check staff suitability, as well as new committee members, in order to work with children.

What does the setting need to do to improve?

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

- use information gathered about children's backgrounds and heritage to help staff provide an inclusive environment for all
- help staff to consistently support children to develop their self-care skills.

Setting details

Unique reference number	220216
Local authority	West Northamptonshire
Inspection number	10249325
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	34
Name of registered person	Brixworth Centre Pre School Committee
Registered person unique reference number	RP901841
Telephone number	07791906305
Date of previous inspection	30 March 2017

Information about this early years setting

Brixworth Centre Pre-School registered in 2007 and is based in Brixworth, Northamptonshire. The pre-school employs nine members of childcare staff, seven of whom hold appropriate qualifications at level 2 or above. Two staff have qualifications at level 6, including one with qualified teacher status and one with early years professional status. The pre-school is open from 8am to 5.30pm, Monday to Thursday, and from 9am until 12pm on Friday, during term time only.

Information about this inspection

Inspector

Natalie Vaughan Prosser

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 and supervisor observed activities in the indoor and outdoor learning environments used by children. The supervisor talked to the inspector about their curriculum and what they want their children to learn.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector about what they were doing during activities.
- Parents shared their views about the setting with the inspector during the inspection.
- The inspector carried out a joint observation with the supervisor.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- A sample of relevant documentation was viewed by the inspector.

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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