

Inspection of Bramcote Pre School Playgroup

Bramcote Memorial Hall, Church Street, Bramcote, Nottinghamshire NG9 3HD

Inspection date: 2 February 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 enter with confidence at the safe and stimulating pre-school. They quickly find their friends and engage in activities that interest them. Children skilfully use tools, such as hammers, to tap pins into shapes on cork boards. They practise their mathematical skills as they identify the shapes and create patterns and pictures, exclaiming, 'I've made a circle!' Staff support children to learn about new shapes, such as a trapezium. Children explore mathematical concepts further as they connect interlocking bricks together, carefully counting as they assemble the line.

Children are supported to develop their large-muscle skills and coordination as they use the climbing frame. They carefully climb to the top, then laugh as they travel down the slide. They further develop these skills as they practise yoga poses together, carefully balancing on one foot and stretching out their arms. Children develop their small-motor skills as they make marks on paper, proudly naming their creations. They start to develop early literacy skills as they take it in turns to write the first letter of their name on a whiteboard. They carefully form the letters and are warmly praised for their achievements.

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

- Children's emotional well-being is supported. Staff are respectful and attentive towards children throughout the day. Children are helped in their interactions with their friends. For example, they are warmly praised for their kindness when they share resources or look after their friends if they need help.
- Staff provide children with numerous opportunities to develop their language and communication. They engage children in meaningful conversations during routine activities, such as mealtimes. Children are developing excellent communication skills and are progressing well.
- Parents are highly complimentary about the pre-school. They comment that the provision is 'educational' and that the children are offered a wide range of activities. Parents receive daily feedback on their child's care and education. They feel that any concerns regarding their child's development are addressed swiftly and professionally.
- Children's behaviour is generally good. They are familiar with the pre-school routines and are eager and engaged during the day. However, challenging behaviour from some children sometimes disrupts play and prevents valuable interactions that help quieter and less confident children to engage in learning.
- The managers and staff have created an ambitious programme of education. This builds on what children know and can already do. As a result of this, children make good progress and flourish. However, managers do not always fully identify where staff need additional support, such as managing challenging behaviour effectively.

- Children are supported to make healthy choices in their diet. Staff support them to make good choices from their lunch box at snack times. Staff promote good oral health. For example, children load up toothbrushes with toothpaste and carefully brush the teeth of a dinosaur. Staff help children to think about foods that may be good for their teeth.
- The pre-school staff help the children to become independent. For example, on arrival, children hang their coats up and find their names to register themselves. They peel their own fruit and pour their own drinks at snack time.
- The management team is committed and passionate about its role. The long-standing staff team say that they feel very supported through supervision and team meetings. Additional training is offered. However, it is not always linked to weaknesses in staff practice. Staff make a positive contribution to the team by sharing the knowledge they acquire with their colleagues after they have attended early years courses.
- Children benefit from a varied and interesting set of experiences that the staff offer them. They learn about the natural world and growth as they plant seeds on their allotment, watch them grow and then sample the produce. Children have other experiences, such as travelling on the bus and visiting the local park, to give them a wide range of knowledge and understanding about the local environment.

Safeguarding

The arrangements for safeguarding are effective.

Staff confidently recognise the signs that a child may be of risk of harm or neglect. They understand how to escalate their concerns about a child's welfare should they need to, including what to do in the event of an allegation against another staff member. The management team ensures that effective vetting and recruitment procedures are in place, to ensure that adults working with children are suitable. The staff and management teams ensure that suitable risk assessments are in place, both indoors and outdoors. Daily checks are conducted, which ensures the ongoing safety of the children in their care.

What does the setting need to do to improve?

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

- support staff to manage children's behaviour so that quieter and less confident children have more interaction, enabling them to engage fully in their learning
- strengthen the monitoring of staff and put in place a targeted support package to narrow gaps in staff knowledge and practice.

Setting details

Unique reference number	253115
Local authority	Nottinghamshire County Council
Inspection number	10265416
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	2 to 4
Total number of places	50
Number of children on roll	48
Name of registered person	C A Jacques & K L Morley Partnership
Registered person unique reference number	RP905816
Telephone number	07754140325
Date of previous inspection	6 June 2017

Information about this early years setting

Bramcote Pre School Playgroup opened in 1965. It is situated in the village of Bramcote, Nottinghamshire. The pre-school employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and six hold appropriate qualifications at level 3. The nursery opens from Monday to Friday, during term time. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Stephanie North

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 managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their 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 special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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