

Inspection of Briary Pre-School

Briary Primary School, Greenhill Road, Herne Bay, Kent CT6 7RS

Inspection date: 23 February 2023

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| 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 are happy and settled in this warm and welcoming pre-school. They are confident, have a positive attitude to their learning and show high levels of curiosity. For example, children cannot wait to explore the natural garden and discover what bugs they might find. They are curious to quietly peep into the hedgehog house to see if a hedgehog has visited. Staff have high expectations for all children. They are committed to providing high-quality inclusive care and education for all children and their families.

Children have access to well-resourced indoor and outdoor environments. They confidently select resources and independently choose activities. Children are developing a love for books and stories. Staff organise specially selected books around the pre-school to help enhance the children's knowledge. Children enjoy freely accessing the wide range of books to read with staff or look at independently. In addition to this, staff invite children to borrow books to take home and share with their families.

Children benefit from the focus that staff place on their communication and language skills. Staff narrate as children play and clearly emphasise key words in their interactions. Staff support children to learn a range of visual signs and signing to effectively communicate their needs and preferences. This helps children's understanding and speaking skills.

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

- The managers are passionate and driven in their intent to offer good early years experience. The managers and staff ensure that all children receive the support they need. They work well as a team to provide a curriculum that builds on what children know and can do. This helps all children make good progress from their starting points.
- Staff regularly monitor the progress of their key children and plan appropriate activities, based on children's interests, to address gaps in learning. This helps to ensure children make good progress. However, during some routine change over times, children are not prepared or not effectively supported to know what is expected of them during this time. As a result, they disengage or show reluctance to move on.
- Staff provide effective support to children with special educational needs and/or disabilities (SEND). They identify gaps in children's development at an early stage and act promptly to address them. Staff plan precisely to help children to achieve key steps. Staff work closely with other professionals to ensure that children receive the specialist help or support that they require. All children are effectively helped to meet their learning potential.

- Staff encourage children to follow healthy lifestyles well. Children have free access to the outdoor area, which helps to encourage fresh air and physical activity. Children develop their large physical skills, such as learning to pedal bicycles. Staff provide children with healthy snacks and encourage them to try new foods. Children engage in snack time discussions and learn about the benefits that healthy foods have on their growing bodies.
- Staff challenge children as they learn and encourage them to be creative and think for themselves. For instance, adults ask children how they might attach two different materials together during their craft activity. Older children consider where the best place to hide their camera might be to capture the wildlife that visits the garden. This helps develop children's critical-thinking skills.
- Partnerships with parents are extremely positive. Parents value the detailed feedback that staff offer. They are delighted with the progress their children are making. Parents explain that their children are always keen to come to pre-school and comment that the manager and staff have given them ongoing support. Staff keep parents up to date about their child's progress, which enables them to continue children's learning at home.
- Overall, children behave well. They use good manners and learn to say and sign 'please' and 'thank you'. Some adults use a sandtimer so that children know when it is going to be their turn. This helps children respond positively when they cannot have something straight away. However, occasionally, when children display unwanted behaviour, staff are not always consistent in their responses, and other children repeat the same behaviour.
- Leaders use regular self-evaluation and effective team working contribute to a well-organised provision. There are good opportunities for staff's professional development. For example, staff access a range of training topics and support from the manager. Additional funding is used well to effectively support children in their learning experiences. For instance, children now have appropriate attire for accessing the outdoors in all weathers.

Safeguarding

The arrangements for safeguarding are effective.

The manager deploys staff effectively to keep children safe. Staff make careful risk assessments to check that the areas of the nursery used by children are suitable. The manager and her staff recognise signs and symptoms that would cause them to be concerned for a child's welfare. They have a good understanding of how to protect children and understand the procedures to follow if they identify any concerns. The manager ensures staff complete regular child protection training and covers different aspects of safeguarding during team meetings. This helps staff to remain vigilant to any changes in children's behaviour or family situation. Staff understand the dangers and risks to children from radicalisation or extremist behaviour. The manager has robust recruitment procedures in place and completes ongoing checks to ensure the suitability of staff.

What does the setting need to do to improve?

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

- strengthen the way that staff organise routine changes during the day to make sure that children understand what is happening and still receive the support they need to move on
- provide a more consistent approach to behaviour management to better support children's understanding of appropriate behaviour.

Setting details

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| Unique reference number | 154404 |
| Local authority | Kent |
| Inspection number | 10276370 |
| 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 | 30 |
| Number of children on roll | 56 |
| Name of registered person | Briary Pre-School Committee |
| Registered person unique reference number | RP522592 |
| Telephone number | 01227 742050 |
| Date of previous inspection | 13 July 2017 |

Information about this early years setting

Briary Pre-School registered in 2001. It is situated in a purpose-built log cabin in the grounds of Briary Primary School in Herne Bay, Kent. The provider is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. The pre-school opens each weekday during term time only, from 8.30am to 3.30pm. The pre-school employs 19 members of staff. Most hold appropriate early years qualifications from level 3 to level 6.

Information about this inspection

Inspector

Kimberley Luckham

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 her evaluation of the nursery.
- The manager took the inspector on a learning walk and discussed the learning experiences planned for the children.
- At appropriate times during the day, the inspector spoke to parents, children and staff and took their views into account.
- The inspector spoke with the manager and staff about their responsibilities in keeping children safe from harm.
- The inspector reviewed documents relating to safeguarding, suitability and record keeping.

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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