

# Inspection of Brassington Village Hall Pre School

Brassington Village Hall, Dale End, Brassington, Derbyshire DE4 4HA

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Inspection date: 26 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Good

## What is it like to attend this early years setting?

### The provision is good

Children thrive at this pre-school and their well-being is the upmost priority. Children arrive excited and eager to learn. They benefit from staff checking in on their feelings and wishes. Staff have high expectations for the children and they have extremely successful bonds. Staff notice when children are ready to move on to the next stage of learning and know how to provide challenge. For example, children who can identify their first name are next supported to recognise their last name. Staff provide activities to develop letter recognition, such as matching objects and tracing letters.

Children behave well. They are confident to seek out their friends and initiate play with them, forming relationships. For example, by staff providing well-resourced areas, children initiate going on a camping adventure with friends and invite the staff along to play.

Staff have access to a large quantity of resources that they use to support children to have plenty of exercise and space to play. Children climb up steps to slides with considerable skill and confidence. Children use drainpipes to create car runs, exploring the concept of length. Staff confidently extend on these ideas, developing children's negotiation skills to develop teamwork. They create problems for children to solve by having to think critically and work out how to get the 'Brassington bunny' off the shed roof. Children become very skilful communicators. Children's development of mathematics is increasing rapidly. They work together to notice three-dimensional objects around the room, counting edges and sides with confidence.

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

- The manager and her team implement a high-quality, ambitious curriculum that puts children at the centre of learning. Staff's knowledge of children's development is clear and strong. Children are constantly challenged through play. For example, staff introduce the concept of there being different vehicles in rural and city locations, focusing on new learning opportunities. Children learn about vehicles they may not see in the country, for example a limousine. They ask questions, for instance about how many wheels it has and whether it could fit their family in.
- Staff have high expectations for children's behaviour. Children have a positive attitude to learning and show respect for others. Children resolve their own conflict and work together to achieve a positive outcome. For example, two children wanted the same doll. They spoke calmly to each other and went to look for another one, both holding a doll's hand each.
- Children greatly benefit from a language-rich environment, where they can

express their ideas and feelings. Familiar pictures of landmarks and objects are used as a visual prompt to promote discussion. For example, when the children noticed a picture of a pig, this prompted a deep discussion between staff and children on what facts they knew about pigs and other animals.

- Staff support older children to explore their feelings well. When in the garden, children struggled to share the garden equipment. Staff sensitively intervened. They focused on children's emotions and feelings, talking to the children about why they should be kind to others and providing them with their own tools so all the children could take part. However, at times, staff do not use consistent and appropriate behaviour techniques when younger children struggle to regulate their feelings and emotions.
- Staff use a range of books to promote sharing and confidence skills. Children, throughout the day, show they have a love for stories. Children show their independence and care when handling books and can recite stories together. Staff prompt them, using open-ended questions to recall what will happen next, before turning the page.
- Parents speak highly about the pre-school and the support they are given. They explain that communication is effective and provides them with information about their children's progress and targets. Parents comment that using the online app and the lending library support learning at home for families who may not have these resources.
- Staff develop children's independence by helping them to learn to pour their own water at snack times and also work closely with parents when children are toilet training. When they are able, children are given independence to use the toilet down the corridor in private, but staff stay close enough so that children can call for help if needed.
- The manager ensures that on-the-spot training takes place. Staff show a high level of understanding of what children need to know and what is the best way to teach it. The manager's consistent praise and training to keep staff up to date are clearly seen, and the staff strive to support the children to the highest level.

## Safeguarding

The arrangements for safeguarding are effective.

All staff are aware of how to safeguard children. They can identify when children may be at risk from harm and know who to refer to. They have good knowledge of all aspects, in particular female genital mutilation, county lines and the 'Prevent' duty. The manager ensures that staff safeguarding training is all up to date. Staff know the procedure to follow in the event of an allegation against a colleague. The provider carries out extremely robust recruitment procedures to ensure that staff are fully vetted and suitable 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:**

- support staff to use the agreed behaviour strategies consistently with all children.

## Setting details

<b>Unique reference number</b>	EY492718
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10280452
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Brassington Village Hall Pre School CIO
<b>Registered person unique reference number</b>	RP534838
<b>Telephone number</b>	01629 540855
<b>Date of previous inspection</b>	27 September 2017

## Information about this early years setting

Brassington Village Hall Pre School registered in 2015 and is run by a voluntary committee made up of parents. The pre-school is open from 8.55am to 2.55pm, Monday to Friday, during school term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs five members of staff, of whom three hold appropriate early years qualifications at level 3 and the manager holds an early years foundation degree.

## Information about this inspection

### Inspector

Rebecca Sigley

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the pre-school.
- The manager gave the inspector a tour of the pre-school.
- Documents were presented, such as first-aid certificates and staff suitability information.
- The manager and inspector conducted a joint staff observation.
- The inspector tracked children's learning experiences.
- The inspector spoke to parents to gain their view on the nursery and took this into account.

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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