

# Inspection of Just 4 Two's Pre-School @ Bridgehall

Bridge Hall Primary School, Siddington Avenue, Stockport, Cheshire SK3 8NR

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Inspection date: 17 March 2023

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Good

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

### The provision is inadequate

Children are not supervised well enough, and their safety is not assured. They put small items in their mouths, which increases the risk of choking. Managers and staff do not identify and remove obvious risks to children's health and safety. This includes stagnant water in the outdoor play equipment. Children are therefore at risk of waterborne infection. Leaders know that there are weaknesses in the provision. However, their actions to address the weaknesses have not been effective. Managers and staff do not receive the supervision and support they need to improve their professional knowledge and skills.

Leaders recognise that the restrictions imposed during the COVID-19 pandemic had a negative impact on the progress and well-being of some children. This is particularly the case for children's social and language development. However, significant weaknesses in the curriculum mean that gaps in children's development do not close, and children do not make good progress. Some children appear insecure and do not settle.

On the whole, children behave well in the care of the kind and dedicated staff. However, staff do not consistently follow strategies for promoting positive behaviour. Staff say that they use a sand timer to help children take turns of equal length on the most popular ride-on toys. However, they leave the timer indoors, and children learn to get their turn by pushing other children off the toy that they want. This does not promote children's self-control or respect for others.

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

- Leaders demonstrate a strong commitment to improving the provision. However, they do not identify breaches to legal requirements or take action to address them. One example of this is risk assessment. Staff complete written risk assessment checklists. However, they fail to identify hazards to children's safety that result from poor maintenance of the outdoor area. For example, a quantity of discarded wooden garden screening, which had deteriorated to become thin, sharp sticks, left in an empty, raised garden bed, poses a risk to children.
- The lack of attention to risk assessment hinders the safe supervision of children. Staff know that some children want to explore by putting things into their mouths. However, they do not take reasonable steps to ensure that small items are managed as safely as possible. Children put small items such as bricks and stones into their mouths and risk choking.
- Leaders have recently recruited a new manager. However, they cannot demonstrate that they have made an accurate assessment of her professional strengths and areas for development. This means that it is unclear what she must do to improve her performance. In addition, systems for supervising staff

do not accurately identify weaknesses in their teaching. One impact of this is that the curriculum does not provide children with what they need for the next stage of their learning.

- Staff are the named key person for children in two childcare rooms. This reduces the time that children spend in direct contact with their key person. Some children demonstrate a high level of insecurity and fail to settle. They spend long periods in the arms of staff, seated on their laps. This does not promote children's resilience or readiness to explore. It reduces children's capacity to benefit from education.
- Managers do not ensure that the progress check for children between the ages of two and three years is completed for all children. This means that parents and carers do not receive the written summary of their child's development that they are legally entitled to.
- Managers and staff do not deliver a curriculum that helps children to build on what they already know and can do. This is demonstrated when they want to promote children's small-muscle and mark-making skills. Staff ask children to complete uninteresting tasks, which does not help to sequence children's learning effectively. Children fail and lose interest. This discourages them from participating in further adult-led learning.
- Children with special educational needs and/or disabilities (SEND) are not supported well enough. Managers do not make sure that specialist advice is incorporated into children's individual plans. Important information is not shared with children's key persons and the wider team. This does not promote precise planning, teaching and assessment. Gaps in the development of children with SEND do not close.
- Staff do not promote children's speech and language development effectively. They give out percussion instruments to children but do not name the instruments. This does not help children to extend their vocabulary. Weaknesses in the communication and language programme mean that conversations and interactions do not support children's speech and comprehension well enough. This includes children who speak English as an additional language.
- Parents praise the caring and friendly staff. They say that children look forward to attending the pre-school. Parents report that they receive written records of children's accidents and injuries. They say that managers seek permission before sending digital photos of children via an online app. This helps to protect everyone's personal information.

## Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in leadership and management mean that children's safety and well-being are not assured. Leaders and managers do not monitor staff's practice or check the play environment carefully enough to keep children safe. Nevertheless, managers and staff know what they must do if they are concerned about the behaviour of a colleague towards children. They know who to tell if they believe that a child is at risk of abuse. Managers and staff operate systems that keep the

building secure. The identity of all visitors is checked.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure that children are adequately supervised	14/04/2023
identify and manage risks to children's safety	14/04/2023
implement effective arrangements for the supervision of managers and staff, which promotes continuous improvement in the quality of their practice	14/04/2023
implement an effective key-person system that promotes children's secure attachment and resilience	14/04/2023
ensure that a progress check is completed for every child aged between two and three years	14/04/2023
implement clear strategies for promoting children's positive behaviour so that children develop self-control and respect other people	14/04/2023
ensure that the curriculum provides children with knowledge and meaningful experiences that help them to build on what they already know and can do	14/04/2023
enable staff to meet the needs of children with special educational needs and/or disabilities so that they make good progress from their starting points	14/04/2023

support staff to ensure that every activity, conversation and interaction helps children, including those who speak English as an additional language, to extend their vocabulary and communicate confidently.	14/04/2023
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## Setting details

<b>Unique reference number</b>	EY460762
<b>Local authority</b>	Stockport
<b>Inspection number</b>	10279824
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	The Marple Childcare Company Limited
<b>Registered person unique reference number</b>	RP902598
<b>Telephone number</b>	07789 027778
<b>Date of previous inspection</b>	25 September 2017

## Information about this early years setting

Just 4 Two's Pre-School @ Bridgehall registered in 2013. The pre-school employs six members of childcare staff. Of these, one holds a qualification at level 4, two hold level 3 and two hold level 2. The pre-school opens from Monday to Friday, during school term time. Sessions are from 8.45am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Susan King

## 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 provider and has taken that into account in their evaluation of the pre-school.
- The manager and the inspector completed a learning walk of the pre-school. They conducted a joint observation of practice.
- Discussions took place between the pre-school manager, the nominated person, a company director and the inspector throughout the visit. This included two scheduled leadership and management meetings.
- The inspector spoke with staff and children during the inspection. She spoke with parents and took account of their views.
- Examples of documentation were sampled and reviewed by the inspector. She checked 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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