

# Inspection of Bramble Brook Pre-School Playgroup

St. Johns Church, Devonshire Drive, Mickleover, Derby, Derbyshire DE3 9HD

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Inspection date: 6 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 happily take part in the range of activities that staff carefully plan for them. For example, children investigate water mixed with cornflour as they scoop it up and let it drip through their fingers. Children say 'wow' as they feel the changing texture. They learn new vocabulary as staff introduce new words, such as 'flowing', 'solid' and 'liquid'.

Children learn about a range of fruits and vegetables. For example, staff encourage children to explore the texture of cucumber. Children excitedly hand the cucumber around the table, feeling the skin and commenting that it is 'bumpy'. They taste the cucumber and talk about the texture on their tongue. Staff show the children a pepper and talk about how they use it when they cook spaghetti sauce. Children are supported to learn about the impact of healthy food and drink choices on their bodies. For instance, as staff offer children a choice of milk or water to drink, they help them to recall that milk is good for bones and teeth.

Children form friendships and learn to cooperate with others. For instance, staff encourage children to share. Children work together and exchange ingredients in the mud kitchen. Staff praise children and say, 'Well done. Working together means you have double the strength.'

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

- The manager and the staff plan a progressive curriculum. They implement this through activities and experiences that are linked to children's learning needs and different interests. This helps to engage children and supports them to make progress relevant to their starting points in development.
- Staff successfully monitor children's developmental progress. They use observations and a range of assessment tools to identify where children may need additional support or early intervention.
- Staff implement clear behaviour expectations and effective daily routines for children. This helps children to understand what to expect and what to do next. For example, staff ask children to help tidy up, and they use visual aids and songs to encourage them. Children know this routine well. They help to put activities away as they happily sing along to the tidy-up song.
- Staff work closely with parents to share information about children's development and emerging interests. Parents say that they are exceptionally happy with the care provided at the pre-school. They comment on the compassion and professional approach of the manager. Parents say that they cannot thank staff enough for their support.
- Children with special educational needs and/or disabilities are supported well by staff. The dedicated special educational needs and disabilities coordinator makes

appropriate and timely referrals to other agencies and professionals. This helps them to identify and put in place strategies and support to help children make the best possible progress.

- Overall, staff interactions with children are of a high quality. However, staff interactions do not consistently extend children's understanding or language skills. For example, staff frequently tell children to be careful without explaining why or how. When children occasionally incorrectly pronounce words, staff do not always model the correct pronunciation back to them.
- Children's developing independence is supported well by staff. They keep their hands clean as they confidently use a handwashing station provided by the staff. Staff encourage children to serve snacks. Children expertly handle serving tongs to select what they would like to eat. Before outdoor play, children put on their coats, using techniques that staff teach them.
- Staff promote children's oral health. They provide families with toothbrushing packs to encourage children to brush at home. Staff plan time for children to brush their teeth at the pre-school. They use a model set of teeth and sand timers to help children learn how to do this correctly.
- The staff feel supported by the manager and comment, 'The team are like family.' The manager supports the staff's ongoing development and encourages them to self-reflect. For instance, the manager arranged targeted training around mathematical development because some staff identified they lacked confidence in this area. Staff say that they feel more able to increase children's exposure to mathematical concepts as they successfully weave these into activities and daily routines.

## Safeguarding

The arrangements for safeguarding are effective.

The manager implements robust procedures to ensure the suitability of staff. Staff regularly complete safeguarding training, including training on the 'Prevent' duty. The manager checks the staff's safeguarding knowledge through supervision and daily discussions. The staff know the importance of monitoring and following up on children's absences. The staff know their responsibilities in keeping children safe. They are deployed effectively throughout the day to ensure that children are safely supervised. Staff confidently know the indicators of abuse and what action to take if they have concerns about a child's welfare.

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

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

- provide children with explanations to help their understanding and strengthen the modelling of words so that children can hear the grammatically correct pronunciation.

## Setting details

<b>Unique reference number</b>	EY282068
<b>Local authority</b>	Derby
<b>Inspection number</b>	10264630
<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>	32
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Bramble Brook Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP524058
<b>Telephone number</b>	07759 704170
<b>Date of previous inspection</b>	21 June 2017

## Information about this early years setting

Bramble Brook Pre-School Playgroup registered in 2004 and is located in Mickleover, Derby. It employs six members of childcare staff, all of whom hold early years qualifications from level 3 to level 6. The pre-school is open from Monday to Friday, term time only. Sessions are from 8am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Mel Walker

## 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 had a learning walk together and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and 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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