

# Inspection of Brooklyn Preschool Playgroup Ltd

Ryedale Community Leisure Centre, Bowling Lane, Norton, North Yorkshire YO17  
8EG

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Inspection date: 12 June 2023

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

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

### **The provision is good**

Children are warmly greeted by the staff and confidently settle into the routine of the day. Children demonstrate excellent social skills. When multiple children want a turn of an activity, they use a timer and patiently wait for their turn. When children wait to go on the swing outdoors, they patiently sit on a crate until the swing is free. During a group activity, children point out who has not yet had a turn. Children demonstrate kindness towards their friends and staff. They demonstrate that they feel safe and secure.

Children benefit from the inviting and stimulating learning environment, which supports them to be fully engaged in meaningful play throughout the pre-school. Staff skilfully adapt their interactions to build on what children know and can do. For example, when children find a beetle outdoors, they anticipate what will happen as it crawls along a stem of grass. They shout out, 'It is going to fall', as the beetle gets towards the end of the grass. Staff ask open-ended questions, such as what the beetle eats or where it lives. This encourages children to think and explore their answers. Children carefully move the beetle onto a leaf, commenting that it is for its 'dinner'. This helps children to develop an understanding of the world around them.

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

- The manager and staff work closely together to provide a consistent and coherent approach to children's learning. Staff observe and assess children's development effectively. They use children's next steps in development and interests to plan activities to engage children.
- Staff support children to develop the skills and knowledge, which they need to achieve the next stages in their learning. For example, children practise their pencil control as they draw pictures on the whiteboards. However, staff do not consistently encourage the quieter children to participate. They focus on the interactions with more engaging children. This reduces the learning opportunities for some children.
- Children's communication and language development are supported very well. Staff ask effective questions to encourage children to think and communicate. For example, staff and children discuss the emotion cards that staff carry with them. Children confidently describe the emotions on the cards and discuss what might make them feel happy, sad or angry. As a result, children make wonderful progress in their speech and language skills.
- Children with special educational needs and/or disabilities receive tailored and effective support. For example, staff use specific strategies, such as visual prompts and signing to support children. They understand that promoting an inclusive environment also helps to keep children safe.

- Children develop good physical skills outdoors. For instance, children use large building bricks to build a brick house from the story of 'The Three Little Pigs'. Children use their imaginations to be the wolf and knock the house down. Children retell a story using resources available to them.
- Staff teach children how to keep themselves safe. For example, when going outdoors in the hot sun, children check with each other that they have sun cream on and remind others to put their hats on. Children understand the rules and boundaries within the pre-school to keep themselves safe.
- Children learn good hygiene routines and build their independence. For example, they wash their hands before and after eating and handling food. Children place their dirty food plates into a bowl for washing. Children confidently talk about what is healthy and what is a treat in their lunch boxes. Children learn what makes them healthy.
- The manager provides staff with ongoing professional development support. This includes regularly observing their practice, giving specific feedback and holding supervision meetings. This means that the quality of education is regularly evaluated and improved.
- Partnership with parents is good. Staff share information regularly regarding their child's daily routines and well-being. Key persons have meetings with parents to discuss areas of their children's development and share ideas of how parents can extend this at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff offer children a safe and secure environment in which to play and learn. They understand their roles and responsibilities to keep children safe. Staff have a clear understanding of the signs and symptoms that may indicate a child could be at risk of harm. They know who to contact if they have any child protection concerns or concerns about the behaviour of adults caring for children. There are procedures in place to keep children safe in the sun, including bringing children indoors when the UV index is high. There are strong recruitment processes in place to ensure that only adults suitable to work with children are able to do so.

## **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 actively encourage all children to take part in planned activities to extend their learning opportunities even further.

## Setting details

<b>Unique reference number</b>	EY488896
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10247737
<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>	35
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Brooklyn Pre School Playgroup Limited
<b>Registered person unique reference number</b>	RP529372
<b>Telephone number</b>	01653696754
<b>Date of previous inspection</b>	22 June 2022

## Information about this early years setting

Brooklyn Preschool Playgroup Ltd registered in 2015 and is located in Norton, North Yorkshire. The pre-school employs nine members of childcare staff. Of these, six staff hold appropriate early years qualifications at level 3, one at level 2 and one at level 6. The pre-school opens from Monday to Friday, from 9am until 4pm, during term time. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jo Clark

## Inspection activities

- The inspector discussed any continued impact of the pandemic with staff and has taken that into account in their evaluation of the pre-school.
- The manager and the inspector completed a learning walk together to understand how the pre-school and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the pre-school and assessed the impact on children's learning.
- Children spoke to the inspector about their experiences in the pre-school.
- Parents shared their views of the pre-school with the inspector.
- A meeting was held with the manager. This included a review of relevant documentation, including staff's suitability and training.

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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