

# 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: 5 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
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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	Inadequate

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

### The provision is good

Children arrive excitedly to this small, inclusive nursery. They are greeted by welcoming staff and leave their parents with ease. Children invite staff into their play. They dress up as the 'doctor' and use the toy thermometer to check that staff are feeling well. Children have developed strong bonds with staff and demonstrate that they feel safe and secure.

Children engage in activities of their own choosing. They enjoy exploring the home corner. Children use their imagination to act out their own experiences. For example, they use small sticks as 'chop sticks' as they pretend to eat food. Children eagerly look for mini-beasts in the outdoor area. They are delighted when they find a worm and spend time admiring it. Children recap on their previous learning. They talk about when they watched caterpillars change into butterflies. All children make good progress from their starting points.

Staff have high expectations of children's behaviour. They use sign language and picture prompts to support children to understand the daily routines. When children do have minor disagreements, staff calmly intervene. Children use a timer to help them understand when it is their turn on the bikes. They are beginning to understand the impact of their actions on others.

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

- The new manager is a strong leader who has implemented lots of positive changes since the last inspection. She has improved supervision arrangements to support staff more effectively. Staff say that this has had a positive impact on their practice. However, there are still some minor weaknesses in the quality of teaching. There is scope to target more effectively the support for staff, to raise the quality of teaching further.
- The new special educational needs coordinator (SENCo) supports staff to identify any gaps in children's learning and development quickly through observations and assessments. The SENCo works with parents and other professionals to help improve outcomes for children. As a result, children with special educational needs and/or disabilities (SEND) make good progress.
- Staff provide opportunities for children to learn new words. When children show an interest in sunflowers that they planted, staff introduce words such as 'shoot'. Staff expand on children's language as they play alongside them. Staff make good use of supportive visuals and communication aids for children with a language delay. However, at times, staff do not model the correct pronunciation of words. These minor inconsistencies in teaching do not support children to fully extend their developing vocabulary.
- Staff provide opportunities to develop children's physical skills. Children use their

large muscles as they confidently climb and run. Staff plan activities that help children develop the small muscles in their hands. Children accurately thread beads onto laces and use tongs to pick up fruit at snack time. These experiences support children's physical development and help to promote the skills they will need for early writing.

- Children visit the library each week for a story session. They are excited to explore the stories that are available in the library and setting, and leaders provide a lending library so children can share books at home. However, when staff deliver group story time sessions, they do not always consider the individual ages and stages of children. This results in some children losing focus and not fully benefiting from these learning experiences.
- Staff promote children's early mathematics skills well. Staff introduce words such as 'more' and 'less' as they encourage children to compare who has most sticks in their plant pot. Children delight in singing number songs and eagerly use props to support their understanding of how many objects are left. They are gaining a positive attitude and interest in early mathematics.
- Staff work closely with parents, professionals and staff from other settings attended by children. Parents value the regular updates that they receive about their children's learning and development. Staff ensure that parents and other professionals have opportunities to share information about children's development and care needs. These effective links help children to receive continuity in their care and learning.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know how to recognise and respond to concerns that they may have for a child's safety and welfare. Since the last inspection, leaders have introduced new risk assessment procedures to ensure that the environment is safe and suitable. Staff deploy themselves effectively to supervise and support children as they play. Leaders ensure that staff are suitable to work with children through a robust recruitment and induction process. Leaders are committed to multi-agency working. They are aware of the support available in the community for families and regularly contribute to multi-agency meetings for children in their care.

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

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

- target the support for staff more precisely to raise the quality of teaching to a consistently high standard
- consider the individual ages and stages of children when planning and implementing group activities so that all children benefit from these learning experiences.

## Setting details

<b>Unique reference number</b>	EY460762
<b>Local authority</b>	Stockport
<b>Inspection number</b>	10290826
<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>	22
<b>Number of children on roll</b>	42
<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>	17 March 2023

## Information about this early years setting

Just 4 Two's Pre-School @ Bridgehall registered in 2013 and is situated in Stockport, Cheshire. The pre-school employs five members of childcare staff. Of these, one holds a qualification at level 6, two hold level 3 and two hold level 2. The pre-school opens from Monday to Friday during term time only. 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

Rebecca Weston

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and explored the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The inspector spoke with the nominated individual and the manager about the leadership and management of the nursery.
- The SENCo spoke to the inspector about how they support children with SEND.
- Leaders shared relevant documentation with the inspector to evidence the suitability of staff working in the nursery.

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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