

Inspection of Bradway Pre-School

Bradway Pre-School Playgroup, The Annexe, Bradway Road, Sheffield S17 4QS

Inspection date:

25 September 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff ensure that children feel safe and happy in their care. Children arrive with a cheerful attitude and leave their parents with ease. They are eager to start their day and quickly engage in play of their choice. Children show high levels of curiosity, concentration and enjoyment in their learning. Staff are good role models, who teach children about appropriate conduct. Children behave very well. They listen intently to what staff say and respond positively to adults and each other.

Staff introduce language to children in context. For example, as children learn about different vegetables, staff name and describe the cauliflower as 'lumpy and bumpy'. Staff ask questions that encourage children to think about where some vegetables grow. Children respond 'on the farm' as they talk about and explore the feel of potatoes. Staff hold up a radish and children recall events from familiar stories. For instance, they explain that 'Peter Rabbit eats radishes.' Staff show children how to say letter sounds, such as 'P' for parsnip. They are interested in what children say and encourage them to share their experiences. For example, children explain how their 'grandpa grows cabbages in his garden'. Staff support children's understanding of the world very well. They also place a strong focus on the development of children's literacy, social, communication and language skills.

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

- The manager and staff have clear expectations for what children should learn through their curriculum. They provide a good balance of child-led activities and adult-guided experiences. The manager and staff recognise when aspects of the provision require further development. They strive to put plans in place to improve outcomes for children. Funding is used well to meet children's individual learning needs. However, there are minor inconsistencies in the curriculum and quality of teaching outdoors.
- Children sit on the carpet to take part in registration time. They sing songs with staff and copy actions. Staff help children to match their counting words with objects. For example, children count how many adults and children are present in the room. Staff mirror activities that children will take part in at school. This helps to support children when the time comes for them to move on in their education.
- Since the COVID-19 pandemic, staff have noticed that some children are more reluctant to take part in physical activity outdoors. Children have access to an indoor balance beam and small trampoline. They also take part in yoga classes. Staff organise visits from an outside company to encourage children's early football skills outdoors. Children learn how to move in different ways and have opportunities to enhance their balance and coordination skills.

- The manager and staff undertake professional development opportunities. For example, two staff have recently obtained a recognised early years qualification. The manager carries out regular supervision meetings. Staff report that they feel valued and fully supported in their role. They describe their team as a 'family'. Parents show how they value the care and learning afforded to their children and present staff with vouchers for outings, such as afternoon tea. This allows staff to spend time together outside of work and also supports their well-being.
- Parents write that there is frequently updated information on the pre-school website. They are invited to one-to-one meetings, where they have opportunities to discuss their child's learning and to ask questions about how they can support learning at home. Parents write that they have been invited to sports week and monthly coffee mornings, which they value as an opportunity to meet other parents. They say that they have seen good development in their children's communication skills and confidence since starting at the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of local safeguarding procedures. They know what to do if they have a concern about a child's welfare. The manager and staff know the procedure to follow in the event of an allegation against an adult or child. They are aware of other safeguarding concerns, such as female genital mutilation and county lines. There are robust recruitment and vetting procedures in place to ensure that staff are suitable to work with children. Staff are aware of specific risk assessments. For instance, they follow procedures to keep children with allergies safe at mealtimes.

What does the setting need to do to improve?

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

- continue to develop systems for monitoring the quality of practice, so that the intended high-quality teaching and curriculum for outdoors is implemented more consistently for all children.

Setting details

Unique reference number	EY481053
Local authority	Sheffield
Inspection number	10262418
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	30
Name of registered person	Bradway Pre-School
Registered person unique reference number	RP533923
Telephone number	07907115436
Date of previous inspection	20 October 2022

Information about this early years setting

Bradway Pre-School registered in 2014. The pre-school employs 12 members of childcare staff. Of these, two hold qualified teacher status, six hold appropriate early years qualifications at level 2 and 3 and four are unqualified. The pre-school opens Monday to Friday, during term time. Sessions are from 8.50am until 2.50pm.

Information about this inspection

Inspector

Jane Tucker

Inspection activities

- This inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Children told the inspector about their friends and what they like to do at the pre-school.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the staff and pre-school with the inspector.

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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