

Inspection of Breaston Pre-School CIO

Breaston Pre School, 2 Main Street, Breaston, Derby DE72 3DX

Inspection date: 17 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy in this welcoming, friendly pre-school. Staff greet children warmly and are reassuring and attentive to children's needs. They know that children learn best when they feel safe and secure. As a result, they spend time getting to know the children and develop positive relationships with them. Staff create a caring and nurturing environment in which children can grow and develop. Consequently, children are excited to learn and settle quickly, eager to play.

Children quickly develop the confidence they need to explore and learn. They investigate the outdoor areas with interest. Older children work together and discover that they can make an ice cream shop out of crates and wooden planks. Staff support and guide this learning well. They suggest ways of securing the planks to the crates to help to extend children's problem-solving skills. Staff ask questions to encourage the children to describe what they are doing, to help develop their language and thinking skills. Younger children balance on beams developing their core muscle skills. Staff help the children to complete the task by encouraging them to put their arms out to balance. They hold children's hands to reassure them and give them plenty of praise to help them achieve the task.

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

- The manager and staff implement a curriculum that follows children's interests and prepares them for their future learning. For example, staff promote children's language skills effectively. They get down to the children's level and talk to them about what they are doing. Staff help two-year-old children to build sentences and encourage older children to hold conversations. For example, children talk about how they are going to mix the herbs into the playdough to make it smell. This helps children to use the words they have learned.
- Staff are focused on developing children's love of books and literacy skills. Children relax and unwind in the cosy book area. Staff read to children, who listen attentively. Children help to turn the pages and staff support them to recognise and identify familiar objects as they point to the pictures. To help extend an interest in books, staff have set up a lending library to encourage children and parents to borrow books to read at home.
- Overall, staff interact and promote children's learning well. However, they do not consistently support children in their mathematical development. For example, staff do not always support children to count or recognise numbers as they play to help them develop their counting skills and understanding of numbers.
- Staff support children with special educational needs and/or disabilities effectively (SEND). The special educational needs coordinator works with the local authority and other services to ensure that children get the best possible care and support. She identifies children's individual needs accurately and

support is put in place quickly. As a result, children with SEND make good progress from their starting points.

- Overall, staff encourage children to develop their self-care skills throughout the day, particularly at snack and lunch time. However, occasionally, in their eagerness to help children, some staff do things for children that they could try to do for themselves. For example, some staff put the new superhero cloaks on children and zip up children's coats before letting the children try first. On occasions such as these, children's independence is less well promoted.
- Parents report how happy they feel with the pre-school. They say their children have made good progress. Parents have good relationships with the staff. They know what their child is learning now, and receive online updates and regular reports about their child's progress. This helps to support a consistent approach to each child's learning and development.
- The manager recognises the importance of continuous professional development. All staff, receive regular supervision and training to improve their practice and the experiences for children. For example, some staff recently accessed training for forest school activities. This has helped them to provide activities to encourage children to take risks. Consequently, children show high levels of safety in their play, for instance, when chopping vegetables to make soup.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 build on the teaching for mathematics further to help extend children's knowledge of counting and numbers
- develop how children can be supported more frequently to do things for themselves.

Setting details

Unique reference number	2654011
Local authority	Derbyshire
Inspection number	10305369
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	50
Number of children on roll	44
Name of registered person	Breaston Preschool CIO
Registered person unique reference number	2654010
Telephone number	01332 874832
Date of previous inspection	Not applicable

Information about this early years setting

Breaston Pre-School CIO registered in 2021 and is located in Breaston, Derbyshire. The setting opens from Monday to Friday, term time only. Sessions are from 9am until 3.15pm. The pre-school employs seven staff members of staff, including the manager. Of these, all staff hold an appropriate early years qualification at level 3 to 6. The pre-school provides funded early education for two- three- and four-year olds.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector and manager undertook a learning walk of the setting and discussed the intent and implementation of the curriculum.
- The manager took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children spoke with the inspector and invited her into their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the staff and the children and considered the impact these have on children's learning.
- Some parents spoke to the inspector so she could consider their views. The inspector reviewed comments by parents about their experiences of care, education and involvement at the setting.
- The manager and inspector held discussions to assess the effectiveness of safeguarding processes, self-evaluation 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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