

Inspection of Bretons Pre school

Bretons Social Club, The Manor House, 411 Rainham Road, RAINHAM, Essex RM13 7LP

Inspection date: 24 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 Good

What is it like to attend this early years setting?

The provision is good

Children are settled, happy and thriving in this welcoming pre-school. They form close friendships with other children and close attachments with their key person. The curriculum is structured appropriately and allows children to acquire the skills that they need for future learning. For example, staff provide opportunities for children to engage in rigorous outdoor physical activities. Children show great enthusiasm and demonstrate good mobility, balance and coordination. They take on new challenges to develop their resilience and perseverance. Children thoroughly enjoy the indoor activities staff plan for them. For instance, they explore in the role-play area, where they pretend to cook, and they get to buy real groceries. Children learn to communicate and express themselves effectively. During small-group activities, staff interact with children and extend their learning well.

Staff have high expectations for children's behaviour. They act as good role models for children to copy from them and offer praise for children to know when they have done well and to repeat their positive behaviour. Children display good social skills. For instance, they play well together and take turns to use resources. Staff accurately identify any gaps in children's learning, and the provision in place for children with special educational needs and/or disabilities is good. For instance, staff form close links with parents and other professionals to ensure that assessment information is shared and individual education plans are agreed.

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

- Staff observe and assess children's learning well. They plan stimulating activities for them to develop their skills. All children make good progress in their learning and development in comparison to their starting points.
- Staff support children to develop their communication skills effectively by asking simple questions and giving clear instructions. Staff use stories and mark-making activities to develop children's early literacy skills.
- Children move around and explore resources that capture their interests. They welcome the positive interaction and support from staff to foster their learning. For example, children explore with large blocks and other construction materials, and they tell staff that they are building a house.
- Staff support children to develop their mathematics skills effectively. For example, during their play, they encourage children to count the number of fish in the water and to recognise the sizes and shapes of resources in the sand.
- Children demonstrate positive behaviour. For example, they are kind, helpful and caring, and they listen and show respect to others. Children are learning about feelings and simple boundaries.
- Staff provide good opportunities for children to develop healthy lifestyles. For

example, they encourage them to keep active, to practise brushing their teeth, to eat healthy food and to wash their hands at appropriate times.

- Although staff encourage children to choose and lead their play, they do not consistently plan opportunities for them to manage tasks, such as putting on their own coat and wellies when going outside to play, in order to strengthen their independence.
- Staff do not adapt their teaching effectively enough when involving children who need extra support during large-group activities. As a result, these children lose their focus and interest. Despite this, most children listen to the story and copy the actions by looking through their telescope like the character in the book.
- The special educational needs coordinator implements one-to-one sessions with individual children to close gaps identified in their development. She works closely with the child's key person, parents and other professionals to ensure support is in place for the child.
- Staff work closely with parents to share information about children's assessments, and together they plan the next stages in their learning. Staff encourage parents to extend children's learning at home. For instance, children take home 'Charlie chick' to explore with the family, and children talk about what they did when they return to the pre-school.
- The manager makes effective use of supervision meetings to review staff's practices, their workload and well-being, and to identify their professional development needs. The manager considers feedback from staff, parents and children when evaluating the pre-school. The team strives for excellence and is seeking new opportunities to strengthen children's learning.

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:

- plan more effectively for children to work things out for themselves, to do small tasks and develop high levels of independence
- adapt large-group activities involving children who need extra support to help them maintain their interest and to support their learning further.

Setting details

Unique reference number	EY433649
Local authority	Havering
Inspection number	10304822
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	35
Name of registered person	John Lakin and Claire Lakin Partnership
Registered person unique reference number	RP905704
Telephone number	07595 603498
Date of previous inspection	1 February 2018

Information about this early years setting

Bretons Pre school registered in 2011. It is situated in Rainham, in the London Borough of Havering. It is open each weekday, from 9am to 3pm, during term time only. The provider is in receipt of funding for children aged two, three and four years. The provider employs eight members of staff, including the manager. Of these, six hold early years qualifications at level 3 and two hold qualifications at level 2.

Information about this inspection

Inspector

Martina Mullings

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 pre-school.
- Leaders showed the inspector around the pre-school and explained the curriculum and how staff support children's learning and development.
- The inspector observed the quality of interactions between staff and children and assessed the impact of this on children's learning.
- Leaders met with the inspector to discuss the arrangements for recruitment and deployment of staff, as well as the procedures for safeguarding and protecting children.
- The inspector completed a joint observation with the manager. In addition, she spoke with staff, parents and children at appropriate times.
- Relevant documentation was reviewed by the inspector, including evidence of suitability checks, attendance records and paediatric first-aid certificates.

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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