

Inspection of Brighstone Pre-School

BRIGHSTONE C OF E PRIMARY SCHOOL, New Road, Newport PO30 4BB

Inspection date:

7 February 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children enter the pre-school happily. They settle quickly and enjoy exploring the activities on offer. They have positive relationships with staff and approach them when they need reassurance and comfort, which is regularly offered. This helps children to feel safe and secure.

The quality of the implementation of the curriculum in the pre-school is variable. Some staff understand the curriculum learning intentions securely, and their teaching is strong. However, some staff do not always implement the curriculum through their interactions and activities. For example, some activities are not planned as precisely as possible to fully support all children's needs. This does not support children's learning at a consistently good level.

Children behave well most of the time. Staff encourage children to use good manners, share and take turns. For instance, when washing hands before mealtimes, children patiently wait their turn for a space at the sink. However, at times, staff do not address or manage children's behaviour well. For example, staff do not always provide consistent support to help children manage their emotions.

Children have fun. They readily engage with new experiences and are interested in what others are doing. For instance, they enjoy playing in the mud kitchen, working together to make a cake. They talk about the ingredients they are adding and sing happy birthday. This supports children's learning and development.

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

- The provider has recently stepped away from the role of manager and this is now carried out by their deputy manager. The provider, however, has failed to notify Ofsted of a change to the manager, as required. Although the deputy manager takes on the manager's role and duties, the provider has not identified a staff member to deputise in their absence. As a result, the roles and responsibilities of the individuals involved are not clearly defined to ensure the day-to-day management of the pre-school is efficient. However, the provider and deputy manager work together to ensure that staff have regular supervisions and access to training to support their professional development. Staff share that they feel well supported and have opportunities to discuss their well-being.
- The special educational needs coordinator (SENCo) works closely with outside agencies to support children with special educational needs and/or disabilities (SEND). Children with SEND have effective targeted interventions. For example, staff successfully implement focused one-to-one activities. This supports children's learning and development.
- Staff meet the care needs for babies well. They interact warmly during care

routines, such as meal and rest times. For example, they soothe and settle children off to sleep. However, the provider has not ensured that staff working with babies under two-years of age have completed required training that specifically addresses the care of babies. Therefore, although babies are happy and settled, activities are not always targeted precisely enough for their age group.

- Staff support children to learn about how to keep themselves healthy. For instance, children learn about oral health and how to clean their teeth. Staff teach children about healthy eating. For example, the children learn about healthy foods and grow fruit and vegetables in the garden.
- The deputy manager demonstrates clear intentions for the pre-school's curriculum. This reflects children's interests and builds on what they already know and can do. However, they do not ensure that all staff share the same knowledge, or the skills required, to implement the curriculum effectively. For example, some staff do not demonstrate a clear understanding of what they want children to learn. This means children are not consistently supported to make the best possible progress.
- Children develop a love for books. Staff regularly read stories throughout the day and children listen enthusiastically. The children also enjoy using books to find things they are interested in. For instance, they look for pictures of castles and talk about the detail in the pictures. This supports children's communication and language development.
- Children are confident in social situations and make good friendships. For instance, they happily collect water together, adding it to the muddy puddles. The children talk about how much of a splash they can make as they jump in the puddle together. However, when children's behaviour impacts other children, staff are inconsistent when dealing with this. For example, at times, when children become distressed, this interrupts other children's play and learning. Staff do not always recognise this and struggle to know how to manage children's behaviour during these times. This impacts children's learning and their emotional well-being.
- Parents are extremely positive about the pre-school. They have good relationships with the staff, especially their child's key person. Staff regularly share with parents, their children's learning and development and suggestions of activities to do at home. The pre-school works in partnership with the school to provide the children with a good transition.

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 meet the requirements of the early years foundation stage and

Childcare Register the provider must:

	Due date
ensure that the manager and deputy manager have a clear understanding of their roles and responsibilities in the pre-school, with particular regard to day-to-day management and duties	28/02/2024
ensure that at least half of all staff working with children under two-years of age receive training that specifically addresses the care of babies.	28/02/2024

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

- support all staff to fully understand and implement the intended curriculum
- ensure all staff have a clear understanding of how to implement the setting's behaviour management policy.

Setting details

Unique reference number	EY470064
Local authority	Isle of Wight
Inspection number	10307899
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	0 to 11
Total number of places	45
Number of children on roll	55
Name of registered person	Niton Pre-school
Registered person unique reference number	RP524026
Telephone number	07707319843
Date of previous inspection	20 March 2018

Information about this early years setting

Brighstone Pre-School registered in 2013 and is one of two provisions run by a private provider. The pre-school operates from Brighstone Church of England Aided Primary School, in Brighstone on the Isle of Wight. It is open from 7.30am to 5.30pm, Monday to Friday, all year round, closing for two weeks at Christmas. The pre-school provides before- and after-school wraparound care and a holiday club during all school holiday periods, except Christmas. The pre-school provides funded early education for two-, three- and four-year-old children. There are five members of staff. Of these, three hold appropriate early years qualifications to at least level 3.

Information about this inspection

Inspector

Nicole Atkinson

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 deputy manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- 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.
- The inspector spoke with the nominated individual and deputy manager about the leadership and management of the pre-school.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of group activity with the nominated individual.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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