

Inspection of Brookside Pre-School

Scout H Q, Church Road, Gatley, CHEADLE, Cheshire SK8 4EY

Inspection date: 5 March 2024

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

The pre-school is inclusive. Staff understand each child's background and needs and support them to be included. For example, children learn signs that they use alongside language. This helps children to learn how to communicate in a range of different ways. Staff create a welcoming environment for children. When children arrive at the pre-school, they are greeted warmly and change into slippers. This helps them to feel happy and comfortable throughout the day. Children competently manage their own care needs. For example, they look in the mirror while wiping their nose and then wash their hands afterwards. This helps children to develop their independence skills.

Staff have high expectations of children and implement measures to help them understand what is going to happen. They use pictures to show children what is happening now and what will happen next, and they ring a bell to give children notice that a change in the routine will take place soon. This supports children to understand what is expected of them, which aids their good behaviour. Children demonstrate positive attitudes to their learning. They are eager to join in with ballet, where they carefully follow instructions and concentrate on how to move their bodies. This helps to support children's physical development.

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

- The manager is passionate and committed. She works with a knowledgeable staff team. Together, they create clear intentions about what they want children to learn. The manager and staff implement a varied curriculum that gives children good opportunities for learning in all areas. This helps children to make consistently good progress in their learning and development.
- Staff participate in training and development opportunities. They are supported by a range of external organisations to help them reflect on and improve their practice. For example, speech and language therapists have helped them to develop strategies to improve children's listening and understanding skills. This supports all children's communication and language development.
- Children have a wealth of opportunities that help them to learn about the world around them. For instance, they grow fruit and vegetables in the allotment and go on nature walks in the woods. This helps children to learn about how to care for things in the natural world.
- Partnerships with parents are very strong. The pre-school is run by a parent committee that helps to shape the service offered to children and their families. Parents stay in the pre-school and play with the children, build relationships with staff and talk about how children learn and develop. This helps to create consistency for children in meeting their care and learning needs.
- Staff use many different situations to talk to children and extend their

understanding. For example, they talk about spiky holly leaves and nocturnal animals. However, staff do not consistently use interactions to further extend opportunities where children can think critically for themselves. This means that children do not always explore their own ideas considering the range of possible solutions.

- Staff purposefully plan activities that help children to develop their social skills. For example, children work together to find items in the woods that are stripy or spiky. This helps children to explore the environment while interacting with others. Children are building relationships with others.
- Children's voices are important and staff value their opinions. For example, children vote on the story they would like to listen to after lunch, and the good range of books available teaches children about how everybody is different. This helps children to have a good sense of belonging and to recognise similarities and differences that distinguish them from others.
- The curriculum for physical development is effective in supporting children to develop their skills in moving and handling. For example, children engage in dance activities, where they pretend to be creatures and run fast on the spot and jump up and down. This supports children to have confidence in their bodies as they move in a range of ways.

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:

- extend the opportunities available for children where they can explore their own ideas considering the range of possible solutions.

Setting details

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| Unique reference number | 307121 |
| Local authority | Stockport |
| Inspection number | 10317182 |
| 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 | 24 |
| Number of children on roll | 38 |
| Name of registered person | Brookside Pre-School Committee |
| Registered person unique reference number | RP527785 |
| Telephone number | 01614915531 |
| Date of previous inspection | 25 May 2018 |

Information about this early years setting

Brookside Pre-School registered in 1992. It is run by a committee and is situated in Gatley, Stockport. The pre-school employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, and four hold qualifications at level 3 or above. The pre-school is open from Monday to Friday, term time only. Sessions are from 9am to 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Ryan

Inspection activities

- This was the first routine inspection the pre-school 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.
- The manager joined the inspector on a learning walk and talked about the pre-school's curriculum and what they want children to learn.
- Children spoke 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 manager about the leadership and management of the pre-school.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents and grandparents shared their views of the pre-school 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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