

Brookside Pre-School Ltd

Blunden Hall, Blunden Road, Farnborough, GU14 8QP

Inspection date

Previous inspection date

20/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children form secure emotional attachments with staff, they are happy, secure and settled.
- Staff have developed good partnerships with parents and other professionals. Parents are extremely happy with the care and education their children receive.
- The children of the pre-school have devised their own behaviour rules, which show the children have a good understanding and display excellent behaviour.
- Children are able to easily access a wide range of exciting toys and resources.

It is not yet outstanding because

- There is scope to extend the educational programmes for mathematics and literacy even further by enhancing the outside learning environment.
- The children are not always able to choose whether they wish to play inside or outside; this means that children's personal preferences and learning styles are not fully support.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities inside and in the outside play area.
- The inspector talked with staff, children and the management team at appropriate times throughout the inspection.
The inspector looked at children's assessment records, planning documentation and checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and development plan.
- The inspector took account of parents' views spoken to on the day of the inspection.

Inspector

Hazel Farrant

Full report

Information about the setting

Brookside Pre-school registered under new management in 2013. It operates from Blunden Hall, Cove, near Farnborough, Hampshire. The main hall and associated facilities are used by the children. There is a secure enclosed area for outdoor play. The pre-school is open from 9.15am to 12.15pm, Monday to Friday, during term time only. Afternoon sessions are offered on Tuesday, Wednesday and Friday from 12.30pm to 2.30pm. In addition, the pre-school offers day sessions on Tuesday, Wednesday and Friday from 9.15am to 2.30pm. Breakfast club is offered from 8.15am to 9.15am for children who attend the pre-school. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. The pre-school is registered to receive funding for the provision of nursery education for children aged two, three and four years and there are currently 61 children on roll, who are all in the early years age range. The pre-school supports children with special educational needs and/or disabilities and children who learn English as an additional language. There are seven staff working with the children; of these, one has an early years qualification at level 6; there are four with a qualification at level 3 and two who have a qualification at level 2.

What the setting needs to do to improve further

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

- extend the opportunities for children to make choices about where they wish to play; for example, enable them to move freely between the indoor and outdoor environment

- display numbers and letters in the outside area where children can easily see them, to further help them to recognise numerals and know that print carries meaning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are making good progress in their learning and development, as staff know the children extremely well. They are passionate and enthusiastic about meeting children's needs to a high standard. Children with special educational needs and/or disabilities are supported extremely well because staff use their good knowledge of child development to support each child to their full potential. Staff help children to gain good skills in both written and spoken English because they are skilful in engaging children's eagerness to learn. Children are learning new vocabulary all the time, as they listen to stories and as staff initiate conversations to develop their language. However, although there is a good range of written words and numbers displayed in the inside environment, this has not

been extended to the outside learning environment. This means that children's learning is not fully promoted.

Staff are experienced and use a good range of effective teaching strategies to meet children's different learning styles, interests and provide a wide variety of play experiences. Each activity during the session is skilfully adapted to meet the individual learning needs of the children involved. Whether the activity is adult-led or child initiated, staff engage children curiosity to learn. This is because they provide challenge and allow children sufficient time to practice the skills they are learning. For example, they help children to learn how to walk using age appropriate stilts and using lots of meaningful praise and encouragement. Children spend sustained amounts of time sharpening their skills and are very proud of what they achieve. Staff very much take their lead from the children; they constantly communicate during the session and change activities dependent upon children's requests and interests. For example, a planned activity develops further because staff have the confidence to let children lead their own play and discovery. Children decide that the modelling dough is too sticky and delight in adding extra flour to see if he makes a difference. Assessments, including the progress check for two-year-old children, are effective in highlighting children's progress and enable staff to identify where children need the encouragement to take the next steps in their learning.

Staff fully understand the importance of working closely with parents. They gain a lot of information from them when their children first begin at the setting and use this effectively to support them settling in. A visit to the child's home is also used to gather information about the children, in their own environment. This enables staff to really get to know the child and their family right from the start, helping the child to settle quickly. Parents take home the learning journey records so that they are able to share them with their families. They are encouraged to add their own comments, making it an effective communication tool. Partnerships with parents are good; a lot of information regarding children's learning is shared with them through a variety of written and verbal communication. The preschool has its own website to enable better links with those parents who prefer this form of communication.

The contribution of the early years provision to the well-being of children

All staff aim to provide a relaxed and welcoming environment for children and their parents. Children form secure emotional attachments with staff; they are happy, secure and settled. Regular communication with their child's key person enables the pre-school to plan for and record children's progress, helping them to flourish. The pre-school has developed strong links with the local school and children make regular visits to the school. Coupled with this, reception class teachers visit the children while they are still at pre-school, therefore enabling children to be well prepared for their next stage in learning. Children are able to easily access a wide range of exciting toys and resources and benefit from using a broader range of outside activities. However, children's choice of whether to play inside or outside is not fully considered and as a result, children's preferred style of learning is not fully promoted.

Staff are quick to praise and build self-esteem, and as a result, children are developing self-confidence to participate in and experience a wide range of learning activities. This developing confidence is evident in the way that children move from one activity to another, observing the routines of the pre-school. The children of the pre-school have devised their own behaviour rules, which show the children have a good understanding, and excellent behaviour is observed. For example, children share resources with one another and know how to take turns fairly. Staff continually promote positive behaviour. This is an inclusive pre-school and good support is given to children to learn about others. Children learn to make a positive contribution to the pre-school, for example, tidying away after themselves both at meal times and play times. Part way through the sessions, the children enjoy a healthy snack, such as fruit with milk or water. Children learn how to safely cut their fruit during snack time and how to use scissors safely. This enables children to learn good skills of how to keep themselves safe. Children are positively encouraged to develop independence in toileting, dressing and hand washing so that they are learning good skills for the future.

The effectiveness of the leadership and management of the early years provision

The management team have a very good understanding of their responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. The pre-school is fully inclusive ensuring that all children are cared for individually in an effective and sensitive manner. Routines are well organised for the safety and security of the children and behaviour management is effectively implemented, with staff applying positive reinforcement and praise. Management understand data protection and how to maintain and record relevant information effectively.

Staff use a comprehensive range of safeguarding policies to help ensure that children are kept safe and are well protected. Staff are up to date in their safeguarding training and are knowledgeable about safeguarding procedures that help keep children safe. All policies and practices are rigorously implemented to keep children safe. Comprehensive checks are carried out to ensure that all staff are suitable to work with young children and to keep them safe. All staff hold first-aid certificates so that they are confident to respond to accidents. Staff regularly carry out and document risk assessments, that help to minimise accidents, infection and harm to children. All of the staff have appropriate qualifications to work with young children, ensuring the learning and development requirements are well embedded into the provision. Staff consistently monitor children's progress and plan related activities that effectively support their learning. The management team have an effective system to monitor how children are progressing to ensure children are making good progress.

Collaborative self-evaluation is effective overall and enables staff to assess their practice and to identify areas for improvement. Action plans are in place to further develop the pre-school and respond to parents' views. For example, parents expressed their interest in the pre-school providing a breakfast club for their children. This is now in place and provides parents with flexible care arrangements should the need arise. Good professional

development opportunities, staff induction, regular staff mentoring and appraisals, effectively prepare and guide staff to support children's individual learning needs and progress. Children benefit from being cared for by staff that work very well together as a team, communicate well among themselves and share a commitment to continuous improvement.

Personal interaction on a daily basis between staff and parents creates good relationships that are beneficial to children's learning and welfare. Staff communicate information about the provision efficiently through their 'parent welcome pack', newsletters, detailed notice board and website. These help to ensure that parents are kept well informed of forthcoming events and the service that is on offer. Parents are extremely happy with the care and education their children receive. Comments include, 'my child is very happy to come here' and 'the staff are very welcoming, they are amazing'. There are good systems in place to liaise with other providers the children may attend, to ensure information is shared about their learning and continuity of care. The pre-school has good links with other professionals, which benefit the children's overall development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY466519
Local authority	Hampshire
Inspection number	934974
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	38
Number of children on roll	61
Name of provider	Brookside Pre-School Ltd
Date of previous inspection	not applicable
Telephone number	01252 542348

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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