

Brightfields Pre-school

Brightfields Children's Centre, St Mary's Street, Farcet, Peterborough, PE7 3AR



Inspection date	19 October 2016
Previous inspection date	27 February 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children develop warm, affectionate relationships with their key person and confidently approach them for guidance, support and reassurance. They settle well into the daily routine and are confident to explore and make choices in their play.
- Children are motivated and keen to learn in the inclusive and welcoming setting. Very good use is made of the outdoor learning environments, providing children with good opportunities to be active and engage in exploratory play.
- Staff maintain a good overview of the learning programme at all times, ensuring that children participate in a broad range of experiences. They take into account children's different learning styles and interests when providing activities. Staff observe children and regularly review their development.
- Positive relationships with parents and carers are established right from the beginning. Key persons meet children in their own homes to begin building bonds with the families. Parents strongly contribute to children's starting points for learning and are kept informed of their progress. Parents are invited to attend events, such as trips to the zoo.
- The manager demonstrates a clear vision for improvement and uses effective systems for self-evaluation to plan realistic targets to develop the pre-school.

It is not yet outstanding because:

- The manager has not yet fully implemented effective systems for closely monitoring her staff's practice to ensure consistently high levels of teaching and further promote their professional development.

What the setting needs to do to improve further

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

- sharpen the focus on the monitoring of staff's practice to further promote consistently high levels of teaching to help children make the best possible progress in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the action plan and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Carly Mooney

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand the reporting procedures they must follow in the event of a concern. Recruitment, selection and vetting procedures for staff are thorough. A clear process for the supervision and appraisal of the well-qualified staff team is in place. Staff are listened to and involved in evaluating the services provided. The manager checks the individual progress children are making in their learning. She looks closely at the progress made by different groups of children. This also helps her to identify and plan for any learning areas that are less well promoted. Parents speak very well of the pre-school. They know their children are happy and safe. Regular newsletters ensure parents have a good overview of the pre-school at all times. Staff work closely with the Reception teacher of the school to help prepare children as they move on in their education.

Quality of teaching, learning and assessment is good

Staff provide children with close support during activities and show a good understanding of varied teaching methods that engage their interest. Staff listen and talk to children to promote their speech. Children enjoy listening to stories being read. During play, staff introduce new words, such as overflowing, when children independently fill their buckets of water from the tap. Children are curious and inquisitive. They show wonder and excitement as they are supported to make volcanos using different resources. Children giggle and jump back in surprise as the 'lava' shoots up from the bottle. Staff use visual aids to further support children's understanding of what a volcano actually looks like. Parents are given ideas on how to support learning at home. They attend meetings regarding specific areas of learning and take books home to read with their children.

Personal development, behaviour and welfare are good

Staff create a safe, welcoming and friendly atmosphere. Staff promote independence and help children to develop new skills and confidently make choices. Children's behaviour is good. Staff encourage children to manage any small conflicts themselves. Children are polite. They learn successfully to share and take turns in games. Children carefully think about how to keep themselves safe. They discuss what they must do in the event of a fire and listen carefully to instructions when using a hammer to knock nails into wood. Outdoor play is a main focus for most children. They have good use of the school's facilities, such as the trim trail and wooded area, to develop their large-physical skills. Foods eaten at snack times help to promote healthy eating. Children learn to take care of their self-care needs, such as toileting and changing their clothes after playing in water.

Outcomes for children are good

All children, including those for whom the setting receives additional funding, make good rates of progress given their starting points. Children are supported by staff to develop their all-round skills in preparation for the move to school. Children become confident individuals and develop good self-esteem. They have good opportunities to recognise their name and hear initial letter sounds during activities.

Setting details

Unique reference number	EY391695
Local authority	Cambridgeshire
Inspection number	1065360
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	32
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	27 February 2013
Telephone number	01733 241 455

Brightfields Pre-school was registered in 2009. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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