

# Brookside Pre-School Ltd

Blunden Hall, Blunden Road, Farnborough, GU14 8QP



## Inspection date

22 September 2017

Previous inspection date

20 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The manager and staff work well together. They evaluate the effectiveness of the pre-school and identify areas to improve. For instance, they have added a 'quiet area', which children readily use to share stories and in which to rest.
- Staff work closely with other professionals involved in children's care, which helps to keep children safe and support their well-being.
- Staff promote children's self-care skills well. All children, including the youngest, learn to complete some age-appropriate tasks for themselves. Children gain the necessary skills that prepare them well for their future learning.
- Older children are developing good early writing skills. For instance, they learn how to trace letters as staff teach them the sounds each letter represents.
- Children benefit from a good range of activities to develop their physical skills. For example, they enjoy learning how to balance their bodies as they make their way along the wooden logs.

### It is not yet outstanding because:

- The information gained from observations and assessments of children's learning is not used as precisely as possible to plan activities which encourage them to make the best possible progress.
- Although staff establish good relationships with parents, these are not fully effective in enabling parents to contribute more meaningfully to their children's learning experiences.

## What the setting needs to do to improve further

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

- use the information gained from children's assessments more precisely, to ensure activities help all children make the best possible progress
- strengthen opportunities for parents to contribute more meaningfully to their children's learning, to support children's rapid progress from the outset.

### Inspection activities

- The inspector observed the quality of teaching and children's learning, indoors and outdoors.
- The inspector spoke to staff and children at convenient times.
- The inspector spoke to a small number of parents and took account of their views.
- The inspector reviewed a range of documentation, including training and recruitment checks, and children's learning records. She also discussed safeguarding procedures and the self-evaluation process.
- The inspector carried out a joint observation with the manager.

### Inspector

Tara Naylor

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know how to keep children safe and how to report concerns about children's welfare. The management team follows robust procedures to keep children safe. For instance, it implements strong recruitment policies to ensure the suitability of all staff who work with children. The manager monitors the quality of teaching and children's progress regularly. She frequently meets with staff and provides effective supervision. For instance, she supports the newest members of staff and those taking up more senior roles, to help build their knowledge and teaching skills. Recent training completed by staff has enabled them to focus on developing children's speaking, listening and attention skills. This helps to improve outcomes for all children.

### Quality of teaching, learning and assessment is good

Staff provide children with a broad range of learning experiences indoors and outdoors. Children enjoy choosing activities which motivate their play. For instance, they use foam bricks as staff teach them how to build confidently. Staff make good use of this learning opportunity to help children think through their own ideas. Children experiment by adding more bricks and think about what might happen next. Staff successfully support children's individual interests in reading. For instance, when children choose books staff help them to learn new words and think about what might happen next in the story. Staff make observations and assessments of children's learning and share children's key achievements with parents regularly.

### Personal development, behaviour and welfare are good

Staff develop good relationships with children. They supervise children well when using all areas of the pre-school and teach them how to keep safe. For instance, children learn how to use scooters safely and how to navigate carefully when playing outdoors. Staff help children to develop their physical coordination skills. For example, they explain how to throw and catch balls and children thoroughly enjoy learning how to do this. Staff help children learn how to manage their behaviour. They swiftly identify when children need extra support and implement appropriate techniques to help them learn how to share and take turns cooperatively.

### Outcomes for children are good

All children, including those for whom the setting receive additional funding, make good progress from their starting points. Most achieve typical levels of development for their age. Older children develop skills that prepare them well for their next stage in learning. They learn to count and recognise numbers and shapes. Children gain good literacy skills. For instance, they develop good small-muscle control as they trace around pictures of a camel and a crab with pens. They learn how to link the sounds of the start of these words and confidently say that 'carrot' starts with the same letter sound.

## Setting details

<b>Unique reference number</b>	EY466519
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1069574
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Brookside Pre-School Ltd
<b>Registered person unique reference number</b>	RP532871
<b>Date of previous inspection</b>	20 March 2014
<b>Telephone number</b>	01252 542348

Brookside Pre-School Ltd registered in 2013 and is located in Cove, near Farnborough, Hampshire. The pre-school is open during term time, from 8.15am to 12.15pm on Monday and Thursday, and from 8.15am to 2.30pm on Tuesday, Wednesday and Friday. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are eight members of staff who work at the pre-school. Of these, seven hold appropriate early years qualifications and one member of staff holds a level 6 qualification.

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