

# Brownberrie Lane Preschool Ltd

Brownberrie Lane, Horsforth, Leeds, LS18 5SB



<b>Inspection date</b>	3 October 2017
Previous inspection date	6 March 2013

<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

- Staff provide a warm and welcoming environment where children thrive. The key-person system is organised well and staff build strong trusting relationships with children and their families. Children are very confident, settled and happy.
- The manager has created a culture of ongoing reflection. She works closely with staff, parents and children to review and evaluate practice. The progress of different groups of children is carefully monitored to ensure that any gaps in their learning are closed swiftly, helping to ensure that teaching is of a good standard.
- Staff provide encouragement and time for children to think through problems and work out a solution for themselves. For example, staff provide sensitive guidance as children experiment and find ways to successfully balance scales.
- Strong partnerships with parents are formed to promote continuity in children's learning and care. Staff share information with them through discussions and online learning journals to keep them well informed of children's progress.

### It is not yet outstanding because:

- At times, staff do not fully consider the organisation of routines, particularly at the start of the day. Some group sessions are too long and children become distracted from their intended learning.
- Staff do not provide the best possible opportunities for children to gain awareness of different people, customs and cultures beyond their own.

## What the setting needs to do to improve further

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

- develop further ways to organise routines to minimise children's waiting times and prevent them from becoming distracted from their good learning
- provide further opportunities for children to gain an awareness of different people, cultures and customs outside their own.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at evidence of staff recruitment procedures, a sample of policies and other relevant documentation.
- The inspector discussed the setting's self-evaluation procedures and planned improvements.
- The inspector spoke to staff, children and parents and considered their views.

### Inspector

Susie Prince

## Inspection findings

### Effectiveness of the leadership and management is good

The setting is led by an experienced and dedicated manager. Staff are supervised effectively and feel very well supported. They are suitably qualified and regularly participate in additional training to extend their skills, knowledge and practice further. For example, staff have learnt sign language and use this consistently well to help young children to communicate. Managers regularly observe staff's interactions with children and provide critical feedback to help them to strengthen their teaching skills. The arrangements for safeguarding are effective. Robust recruitment and induction processes ensure that staff are thoroughly checked and vetted. Staff are trained well in child protection procedures and know how to refer concerns about children's welfare. They complete daily safety checks and take action to ensure that any potential hazards are minimised.

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

Staff provide rich, varied and imaginative learning experiences that stimulate and excite children. Overall, they enthusiastically interact to guide, stretch and enhance children's learning. For example, staff encourage children to count toy dinosaurs and expertly help them to calculate as they add more and take some away. They question children well and help them to discuss their thoughts and ideas. Children are imaginative and excitedly search for bears in the garden. Enthusiastic staff join in to skilfully bring stories to life and ignite children's imaginations. Staff regularly observe children at play and make accurate assessments. They use their good knowledge of individual children to plan for their next stages in learning. Staff have developed strong links with other settings and feeder schools. Their well-established information sharing practices effectively promote continuity in children's learning and care.

### Personal development, behaviour and welfare are good

Staff promote children's social skills well. They engage children in turn taking games and positively reinforce rules and boundaries. Children play amicably together and their behaviour is good. Staff teach children about healthy lifestyles. For example, they grow fruit and vegetables and encourage children to harvest and sample the produce. Children are energetic and have an enjoyable time exploring the stimulating outdoor area. They expertly climb on tyres and learn how to use their arms to help them balance.

### Outcomes for children are good

All children make good progress from their starting points. They are inquisitive and demonstrate a strong willingness to try new things. Children have good communication skills and ask questions to clarify their thinking. They are independent and competently dress in outdoor clothing. Children compare items by weight and count in sequence. These skills help to prepare children well for future learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	EY441767
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1065844
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Brownberrie Lane Pre-School Limited
<b>Registered person unique reference number</b>	RP911534
<b>Date of previous inspection</b>	6 March 2013
<b>Telephone number</b>	01132589656

Brownberrie Lane Preschool Ltd registered again in 2012. The setting employs 12 members of childcare staff. Of these, 10 staff hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday for 45 weeks of the year. Sessions are from 8am until 5.45pm. The setting provides funded early education for two-, three- and four-year-old children.

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