

# Brookside Pre-School

Brookside Methodist Church, Gunthorpe Road, Peterborough,  
Cambridgeshire PE4 7TG



<b>Inspection date</b>	22 March 2019
Previous inspection date	12 May 2016

<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 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 work effectively in partnership with parents and establish a successful two-way flow of information. This provides children with consistency in their care and learning and helps them to make progress in readiness for future learning.
- Staff work well with other professionals to provide strong support to children with special educational needs and/or disabilities. This contributes to the good progress these children make.
- The manager effectively tracks the progress of all children, including the progress different groups of children make. This helps her to identify any gaps in learning and plan targeted support.
- Children are happy and thoroughly enjoy themselves at the pre-school. They listen to staff and follow their guidance to help them behave well. Staff give children lots of praise for their efforts and achievements. This helps children to develop good levels of self-esteem and 'can-do' attitudes.
- Children develop strong bonds with staff. They demonstrate that they feel safe and secure. Children are confident to explore the inviting environment.
- Staff prioritise children's well-being and safety. They review the environment and take prompt action to reduce any potential hazards to children's safety.
- The manager gathers the views of parents and staff to help her to identify strengths in practice and areas to improve. She establishes a clear action plan to help to continually develop the pre-school.
- Sometimes, staff do not consistently make the most of opportunities to promote children's learning and understanding about volume and capacity.

## What the setting needs to do to improve further

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

- broaden opportunities for children to understand and explore areas of mathematics that relate to volume and capacity.

### 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 spoke with staff and children during the inspection.
- 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 and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

**Inspector**  
Gail Warnes

## Inspection findings

### Effectiveness of leadership and management is good

The well-qualified manager leads an enthusiastic team who share her commitment and ambition to raise standards and help children to achieve their best. Staff benefit from regular supervision meetings to coach and develop their practice. They attend carefully planned training to support their continued professional development and meet the needs of children. Staff share ideas they gain from training. For instance, they use new ideas to adapt practice to support children's interest in super heroes. The manager and staff use additional funding effectively to support children's good progress in learning. Safeguarding is effective. Staff receive regular training about safeguarding issues. They confidently fulfil their role to protect children from harm. They know what to do should they have any concerns about a child's welfare. Parents are positive about the pre-school. They state that their children are happy and well cared for.

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

Staff know the children well and plan effectively to support their individual stage of development and their emerging interests. Children are active learners who enjoy a good range of appropriate and challenging learning experiences. Staff talk to children as they play. They introduce new words to support their growing vocabularies. Children are imaginative. For example, as they mould and sculpt play dough they create 'monsters', using wobbly eyes, straws and pipe cleaners. This helps children to develop their muscle control to support their early writing skills. Staff show children how to form letters as they use chalks outside. Children scoop sand and fill containers. They make 'pancakes' and 'cakes' for their friends, accurately counting five spaces in the cake tin.

### Personal development, behaviour and welfare are good

Children arrive eagerly and confidently separate from their parents. They freely choose from a wide range of stimulating activities. Children relish their time outside. They have plenty of space to enable vigorous games and activities, as well as build obstacle courses that they confidently climb. Staff support children to prepare emotionally for the move to school. For example, they invite teachers to meet the children in pre-school and visit schools with the children. Staff promote equality throughout every aspect of their practice. Children learn about faiths and beliefs that are different to their own. They show respect towards each other, showing understanding for their differences and similarities.

### Outcomes for children are good

All children make good progress given their starting points and capabilities. They gain key skills to support the next stage in their learning and their eventual move to school. Children listen and concentrate well. They learn to share and take turns as they play. Children have good opportunities to follow their interest in writing their names and are beginning to identify sounds that letters represent. Children develop good independence in their self-care skills. They put on their coats to play outside and wash up their cups and plates after eating snack.

## Setting details

<b>Unique reference number</b>	256747
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10072713
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Brookside Pre-School Committee
<b>Registered person unique reference number</b>	RP529396
<b>Date of previous inspection</b>	12 May 2016
<b>Telephone number</b>	07563721409

Brookside Pre-School registered in 1983 and is committee run. The committee employs seven members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, during school term time only. Sessions are from 8.30am until 2.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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