

Inspection of Brambley Lodge Pre-school

South Cave School, Church Street, South Cave, Brough HU15 2EP

Inspection date: 24 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children settle quickly from the start as they move to the pre-school from the on-site nursery, which is run by the same provider. They benefit from secure attachments with familiar staff. This helps children to develop good emotional security and have a positive sense of themselves. Staff interact with children in a meaningful way and give them the time to express their thoughts. Children enjoy involving staff in their play. Staff talk to children as they play and promote their developing communication and language skills.

The manager and her team plan and provide an ambitious curriculum for all children, including children with special educational needs and/or disabilities. Activities are rooted in children's interests, which supports them in understanding that their opinions are valued. For example, children have an interest in trains. Children and staff create a train and carriages to go on imaginary journeys to local towns, the seaside and London. Staff extend this learning by talking about what they can see out of the windows and what they can do when they get there.

Staff are good role models, which influences children's positive behaviour. They use resources well to support children's emotions. For example, staff plan activities based on 'The Colour Monster' book to support children as they learn to recognise their emotions and feelings.

What does the early years setting do well and what does it need to do better?

- Children have lots of opportunities to explore nature in the grounds of the pre-school and during trips into the local community. For example, children enjoy going to the nearby castle. Staff and children recall the different flowers that they have seen. Children confidently talk about 'forget-me-nots', 'buttercups' and 'cow parsley' during their play. This shows that they are beginning to be aware of and appreciate their local environment.
- Staff know their children well and use this knowledge to plan individual learning for all children. This helps children to make good progress in their learning and development during their time at the pre-school. Partnership with parents is good. Parents feel involved in their children's learning. Staff find out what children's interests are at home and take into consideration what parents want children to learn. This contributes to children's high levels of motivation and parents' continued support and engagement in children's learning at home.
- Children enjoy a range of activities and experiences that staff plan for them. For example, children enjoy constructing with different materials and building train tracks. Staff talk to children about what they are doing and skilfully incorporate number and size. They make cakes in the mud kitchen and discuss the process, from mixing and baking to decorating. However, at times, adult-led activities are

not as well planned and organised as they could be. For instance, while making nature bracelets, some children lose interest because the items provided are too big and heavy to stick to their bracelets.

- Staff allow plenty of opportunities for children to investigate and problem-solve. For example, children pour water down water chutes. They soon realise that the chutes have holes in them and they need to place containers underneath to catch the water. Children watch and alter the angle of the tubes to stop the water flowing off the open end. Independent discoveries help children to gain confidence in their own abilities and be proud of their achievements.
- Children are fully included in the general routines of the day. They enjoy being the 'helper' and eagerly join in with tasks. For example, children set the table for lunch. They know that everyone needs a plate, cutlery and a cup. Children prepare their own snacks, for instance peeling and chopping bananas. This provides them with important life skills in preparation for starting school.
- Children's behaviour is very good, overall. Staff have generally high expectations for children's behaviour. Children are kind, thoughtful and well-mannered. When they accidentally knock their friends over, they immediately offer help and comfort. Children readily share and take turns. Nonetheless, occasionally staff give children confusing behaviour expectations. For example, several staff members give different rules around a water tray activity.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the planning and implementation of some adult-led activities to ensure all children can fully engage in their learning
- support staff to be consistent with their expectations for behaviour to help children have a clear understanding of rules and boundaries.

Setting details

Unique reference number	2669726
Local authority	East Riding of Yorkshire
Inspection number	10339493
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	3 to 5
Total number of places	28
Number of children on roll	45
Name of registered person	Brambley Lodge Day Nursery Ltd
Registered person unique reference number	2509310
Telephone number	07555114361
Date of previous inspection	Not applicable

Information about this early years setting

Brambley Lodge Pre-school registered in 2022 and is based in South Cave, Brough. The pre-school opens Monday to Friday all year round. Sessions are from 7.30am until 6pm, Monday to Friday, apart from bank holidays and between Christmas and New Year. The pre-school is set within a primary school. However, it is owned by a private provider who also owns a nursery on the same site. The pre-school employs five members of staff. Two members of staff hold appropriate early years qualifications at level 6, two hold qualifications at level 3 and one holds a qualification at level 2. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Thompson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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.

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