

Inspection of SEND to Learn Briardale

Briardale House, Briardale Road, Blyth, Northumberland NE24 5AN

Inspection date:

18 September 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

There is a high number of children with special educational needs and/or disabilities (SEND) attending the setting, as well as children who are in receipt of additional funding. Children enjoy their time at the setting. Staff are caring and attentive. They know children really well, particularly the leaders, who describe each child's capabilities. All staff are committed to meeting children's care and medical needs and some staff have received specialised training. However, children's learning and development needs, including their independence, are not as well planned for.

Generally, the curriculum is in place for all children, with a focus on promoting children's language and communication. Children make suitable progress in their learning. However, staff do not always encourage or build on what children already know and can do, to help move them on to the next stage in their development. For example, where some children are able to feed themselves, staff do not always give them the opportunity to do that. Also, where some children can sit well at a table with their peers, staff give them the option to sit in a high chair if they wish. This does not help to encourage children to develop their independence or social skills. Staff provide appropriate support and have various suitable procedures in place to manage children's behaviour. For example, they use calming activities, such as bubbles, a sensory room, dogs and other pets, to help to calm children.

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

- Staff ensure that there are procedures in place for children to communicate with them in different ways. For example, some children use picture cards to express what they want or need. This helps to support children's communication and language development.
- Staff-to-child ratios are well maintained for most of the time and children receive suitable adult support and attention. However, staff are not deployed effectively over children's lunchtime period. A number of staff have a break at this busy time. This results in lunchtime being chaotic, and some children get upset and their behaviour deteriorates.
- Children are provided with fruit at snack times. However, staff do not ensure that children are offered healthy or nutritious food at lunchtime. Although some children's individual dietary needs and preferences are varied, staff do not consistently promote children's good health through the introduction of a healthy menu.
- Children benefit from accessing attractive outdoor play areas, including a forest school area. Staff bring the current learning themes outdoors to extend children's knowledge. For example, when children are learning about traditional stories, staff position three playhouses in the forest school to enhance children's

understanding of, and engagement in, the story of 'The Three Little Pigs'.

- Staff ensure that there are various resources available to promote all children's large physical development, including slides and a swinging structure. Toddlers engage well when stacking rings and cups. Staff promote older children's balancing skills, such as by encouraging them to negotiate walking across wooden pallets.
- Children also engage in role play, such as when digging in the mud with spades and vehicles and when playing with a range of dinosaurs. Staff provide opportunities for children to plant and grow food such as peas and strawberries in the garden, which helps them to begin to understand the world around them.
- Overall, staff keep parents informed about their child's development and progress. The setting also works well with other professionals to assess children's individual and specific development targets. Staff are able to discuss what each child needs to learn next.
- The provider has improved the process for completing children's education, health and care plans to ensure that they are accurate and include relevant information for each child.
- Staff are very positive about their workplace and employer. They state they feel well supported. Staff have a good attitude towards continuous professional development and have access to ongoing training courses, including in-house training. However, leaders do not focus staff's training on improving the quality of their interactions and how they can continuously build on what children already know and can do.

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:

- deploy staff more effectively over the lunchtime period, so that more staff are available to support children's behaviour at this busy time
- ensure that children are given opportunities to be independent, in order to support the next stage in their development
- improve the menu to ensure that children are always provided with a variety of healthy and nutritious meals and drinks
- support staff to continue to access professional development opportunities, including training regarding the quality of interactions and building on what children already know and can do.

Setting details

Unique reference number	2738680
Local authority	Northumberland
Inspection number	10362197
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 5
Total number of places	46
Number of children on roll	46
Name of registered person	Send To Learn LLP
Registered person unique reference number	RP537697
Telephone number	07514723655
Date of previous inspection	Not applicable

Information about this early years setting

SEND to Learn Briardale registered in 2023 and is situated within a community centre in Blyth in Northumberland. The setting employs 15 members of childcare staff. Of these, four members of staff are working towards a qualification, eight staff have a level 3 qualification, the deputy manager has a level 6 qualification and the setting's manager has a level 7 qualification. The setting opens during term time, from 7.30am until 5.30pm, Monday to Friday. An optional holiday programme is also offered during the February, May and October half-term holidays, plus two weeks at the beginning of the school summer holidays. The setting is registered to provide the government funded places for childcare. It also receives specific funding for disadvantaged children and early years pupil premium funding.

Information about this inspection

Inspector
Elaine McDonnell

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views. Other staff also asked to speak with the inspector during the inspection.
- The inspector spoke with the registered individuals about the leadership and management of the setting.
- The registered individuals spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection. They also reviewed written comments left by some parents and took account of their views.
- The inspector looked at relevant documentation, including evidence of the suitability of staff working in the setting.

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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