

Inspection of Building Bricks Pre-School, Anlaby

Village Hall, 21 Hull Road, Anlaby, Hull, Yorkshire HU10 6SP

Inspection date: 22 September 2021

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

What is it like to attend this early years setting?

The provision is outstanding

Children delight in being at this friendly and vibrant pre-school. Staff greet them in a warm and welcoming way. For instance, they say 'good morning' and offer a cheery smile as children arrive. Children rush into the building, eager for their learning to begin. Staff make sure that children's favourite resources are available for them. Consequently, children immediately show they feel safe, secure and settled in the environment.

Staff have high expectations of what children can achieve. They expertly use children's spontaneous interests to develop their early mathematical learning further. For example, older children enthusiastically work together to use a tape measure to measure their height. Children demonstrate exceptional levels of concentration and motivation to learn as they look at the numbers on the tape together. Staff then join in to help them understand that the bigger the number, the taller the child. They help to give children an understanding of how everyone is different in some way.

Children show exceptional levels of problem-solving skills, perseverance and a can-do attitude to achieve their goals from a young age. For instance, when they want to fill a large container of water, they discuss and decide together who will hold the container and who will turn the tap on. Children work together to carry the container of water to where they want it. Their faces glow with joy and happiness as they show satisfaction in their own achievements.

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

- Management and staff have high ambitions for every child to develop a love of learning and achieve to the best of their abilities. They have put in place a curriculum that inspires children to learn. Staff use their detailed knowledge of every child to plan next steps in children's learning. This ensures that all children make strong progress and prepares them for the next stage of education.
- Staff support children with special educational needs and/or disabilities exceptionally well. They access specific training to continually develop their professional skills and improve their already excellent practice. For example, knowledge gained from recent speech and language training has been used to benefit children with specific language needs. Staff also work in close partnership with a wide range of other professionals so that children get the support they need.
- Parents praise the innovative support staff provided during the COVID-19 (coronavirus) pandemic. For example, they organised online story times where they read to children. When possible, staff distributed resource bags to support learning at home. This contact helped to maintain children's secure attachments

with staff in the pre-school. Consequently, children who missed being at the pre-school have quickly adjusted to being back to their routine.

- Staff are exceptionally mindful of events in children's lives and how these can impact on children's emotional well-being and development. They foster children's emotional language as they talk with them about feelings. For example, staff ask children if they would feel 'happy' or 'sad' if someone bumped into them. Staff further develop children's ability to express their emotions through the use of creative resources. They use spoons with emotional expressions painted on them, which also offers children with developing language opportunities to show how they feel.
- Children show excellent behaviour for their age and ability. They listen carefully and respond to instructions from an early age. Children display high levels of confidence, independence and respect. For example, children get dust pans and brushes to sweep up sand, which has spilt on the floor. This shows children fully understand how to care for their resources and value their environment.
- There is a clear intent on improving children's speech and language, which is planned well. Staff are very aware of their role in extending children's communication skills. They maximise every opportunity to introduce new words into children's vocabulary. For example, older children delight in looking in mirrors and see their reflection is upside down. Staff ask children to look at the way the mirror curves inwards. They introduce words in context and explain that the concave mirror is why they see themselves upside down.
- Younger children are keen to explore. They look at pebbles, rubbing them in their hands as staff explain that they are smooth and shiny. Children concentrate as they follow the patterns in the pebbles with their fingers. Staff explain some of the lines as 'wiggly' and some are 'straight'. Children look for other similar patterns, recognising the lines in the pebbles are similar to the stripes on shirts their friends are wearing.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent understanding of their responsibilities to protect children. They know the procedures to follow if they have concerns about children's welfare, including protecting children from extremist views. The manager and staff ensure that the premises are secure at all times and any potential hazards to children's safety are identified and minimised. Robust policies and regular staff training strengthen all aspects of safeguarding practice. Robust recruitment procedures ensure only those suitable to work with children do so. Staff teach children to keep themselves safe. For example, they talk to them about taking little bites of food to make sure they don't fill their mouths too full and choke as they eat.

Setting details

Unique reference number	EY562192
Local authority	East Riding of Yorkshire
Inspection number	10194223
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	23
Name of registered person	VILP Early Years Consultancy Limited
Registered person unique reference number	RP903804
Telephone number	01430 879804
Date of previous inspection	Not applicable

Information about this early years setting

Building Bricks Pre-School registered in 2018. The pre-school employs eight members of childcare staff. Of these, the manager holds a qualification at level 5, four hold qualifications at level 3 and three are unqualified. The pre-school opens Monday to Friday, term time only. Sessions are Monday, Wednesday and Friday 9am to 3pm, Tuesday and Thursday 9am to 12 noon. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Charge

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) 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 and inspector completed a learning walk together. They observed activities in both the indoor and outdoor learning environments used by children.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- Children's records were looked at by the inspector along with a range of other documentation, including policies and procedures.
- The inspector spoke to parents at inspection and took account of their views.
- Evidence of staff qualifications and the suitability of all those working in the setting was checked by the inspector.

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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