

# Bagshot Community Pre-School

Inspection report for early years provision

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**Unique reference number** EY306962  
**Inspection date** 20/09/2010  
**Inspector** Gail Robertson

**Setting address** Willow Room, Bagshot School, School Lane, Bagshot,  
Surrey, GU19 5BP

**Telephone number** 01276 452623

**Email**

**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Bagshot Community Pre-school opened in 1982 and moved to its current premises at Bagshot Infant School in Bagshot, Surrey in 2005. The pre-school is a committee run group, whose members comprise of parents of children attending the provision. The pre-school serves families from the local community. Children are accommodated in a detached building on the school site. There are suitable toilet and kitchen facilities available. There is a disabled access and toileting facility. Children have use of the school playground and field area at agreed times when it is not being used by the school. The pre-school is registered on the Early Years register to care for a maximum of 21 children from 2 to under 5 years of age any one time. There are currently 37 children between the ages of 2.5 years to 4 years on roll who attend for a variety of sessions. Of these, 26 receive nursery education funding. The setting has systems in place to support children with special educational needs and/or disabilities and those who speak English as an additional language. The pre-school opens Monday to Friday term time only from 8.55 - 12.10 for children aged 3 to under 5 years of age and from 12.40 - 15.10 Monday to Thursday for younger children (Monday and Wednesday only from September until the end of December). There are seven members of staff who work with the children. Of these, one is a qualified teacher; five hold recognised early years qualification and one member of staff who is currently attending a relevant training course. All staff are trained in first aid. The pre-school receives support from the local authority and has links with the host school and other providers of early years education.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Bagshot community preschool gives good provision for children in a happy, friendly place for all children to come together and learn. It is a fully inclusive setting where everyone is equally respected and valued. Staff work hard and show great care and attention to all children. They plan a fun programme that meets children's needs and interests. Parents quite rightly reported that they knew their children thrived here and are safe. The supervisor is dedicated to the making the setting even better, as are the staff and management committee. Leaders show an outstanding capacity to improve.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- widen opportunities for children to learn about how to keep themselves safe
- ensure that children are not kept too long on the carpet, when adults are

talking to them, so that they do not lose interest and become distracted in their learning

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded well because they are protected by thorough policies and procedures, which the staff fully uphold and put into practice. On the day of the inspection, a fire drill took place the first of the school year. For some children it was their first experience of an emergency situation which adults were fully aware of. The staff were vigilant and looked out for any anxious children as the bell rung and staff asked them to stop what they were doing and go to the door. Once safely outside, they told children what was happening and why. The supervisor then wrote an evaluation and compared how long the procedure had taken with the previous drill. Daily checks are made to ensure the emergency exits and clear, doors and gates are locked and the furniture and toys are safe. The children are kept very safe whilst at the pre-school. Whilst generally good, there are some missed opportunities, in the learning activities to further develop their awareness of how to keep themselves safe in the wider world and leaders are keen to develop this aspect of the provision's work.

The supervisor and deputy continually evaluate and review what they offer the children to make sure improvements made benefit all. Because of this good self evaluation, they know the strengths and the areas to develop; they confidently use the Ofsted evaluation form to support them in their evaluations. The management committee actively support staff's continuous development and there is a log of the training taken and all certificates gained are proudly displayed. At present all staff are undertaking training to learn how to Makaton sign to help children who have communication difficulties. After the last inspection, the staff and committee immediately addressed the recommendations. For example, the room has been completely reorganised and made more child friendly promoting children's independence.

Staff fully embraced the Early Years Foundation Stage documentation and requirements; one of the successes of this had been the development file kept on each child. The manager commented on the value of the learning diaries and praised the key staff for their hard work and the inspector agrees that these are most useful as a way to track children's progress and interests. As one parent said, 'It is wonderful to see what my child does here, his work and photographs'.

The staff are an effective and efficient team guiding children and planning their next learning steps. All children's interests are met in this high quality provision and leaders ensure quality and diversity. For example, staff pay great attention to the children with special educational needs and/or disabilities. They are patient, encouraging and supportive. This is a most inclusive setting where children and adults are fully respected at all times.

The partnership with parents and carers is outstanding. Parents appreciate the

welcoming and approachable staff, the information they receive and the care and devotion given to their children. There are excellent links with the host primary school and children have little worry at transfer time. They were observed waving to children in the school that had been in the preschool last academic year. Leaders ensure that resources are used to very best effect.

## **The quality and standards of the early years provision and outcomes for children**

All children are provided with a good range of activities to help them learn and develop. Children thoroughly enjoy these activities and cannot wait for the adults to stop talking so they can get on and explore, create and enjoy the tasks and find out for themselves. They quickly become absorbed in their learning, progress rapidly, concentrate for long periods of time and then, they are prepared to share what they had learnt with their friends. There are occasions when the children spend too long on the carpet, particularly first thing in the morning listening to the adults and this means that they lose concentration.

During the inspection visits, children enjoyed singing and performing actions to go with the song, '5 Little Ducks went out one day'. They work hard on learning their colours, letter sounds, numbers and shapes. During the visit they were working on 'P' and immediately one shouts 'Its pink' the staff take the opportunity to ask if anyone else can think of other words beginning with the sound. Story time is special. Children develop anticipation and deep concentration to help them follow the story read to them outside in the log exploration area

Children rise to the praise given them by the staff for their good behaviour and good attention to the tasks. They know the expectation of them by the staff and respond appropriately. They develop independence and are becoming increasingly confident. The planned daily programme is flexible so that staff can respond to children's ideas and interests but it is always firmly based on what children can do and the next learning steps.

The outside area is wonderful and maximum use is made of it. Children thoroughly enjoy learning here. The area was opened by the Countess of Wessex last year, much to the excitement of everyone. They have free flow access and are always under the watchful eye of the caring staff. Children manoeuvre the wheeled toys with great agility and speed. They know that they must be careful of others, to be considerate and share the resources. They use a great amount of physical energy here! They confidently run, jump and pedal the toys. Children help to create a safe and welcoming place. They are clear about how to take care of themselves and each other. They love going onto the infant school field to the tyres and log areas. Here, they climb, balance and take risks, which enable them to make the next steps in their skills. They know that the staff will take care of their bumps and bruises.

Snack time is used not only as a time to learn about healthy eating and hygiene but also a time to try different foods, to learn to count and recognise words and just talk to their friends and the staff.

Children are happy and contented here. They have a good start to their school life and their learning journey. They have an enjoyable active time and learn to be part of a working community in which everyone counts and matters; their contribution to the community is outstanding. Overall by the time that they leave the setting they have made good progress in developing the skills needed for their future lives.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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