

Bishops Hull Pre-School

Inspection report for early years provision

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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

Bishop's Hull Pre-school is a committee run pre-school which opened in 1992. It is situated in the Bishop's Hull Primary School, within a small village on the outskirts of Taunton. It offers sessional care for children within the village and surrounding areas. The pre-school accommodates a large classroom with store cupboard. It has use of the school kitchen and toilets. There is a shared outdoor play area available. The pre-school is open from 9am to 12pm Monday to Friday term times only. It is on the Early Years Register and is registered to care for 20 children aged two to five years. There are 33 children on roll. The pre-school receives funding for the provision of free early education for three and four year olds. The setting has experience of supporting children with special educational needs and/or disabilities. There are four staff employed, all of whom have level 3 childcare qualifications. They receive regular support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Bishop's Hull Preschool provides satisfactory care. Children are welcomed and valued in this friendly pre-school, where their individuality is recognised. They are eager to play and enjoy the activities provided, which help them make sound progress in their learning and development. The pre-school has a satisfactory capacity to improve. Staff work well together to promote positive outcomes for children and this leads to some improvements being made. Self evaluation procedures are not sufficiently rigorous to ensure that all strengths and weaknesses are identified, and that strategies for improvement are put into place and monitored for their impact on children's learning.

What steps need to be taken to improve provision further?

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

- ensure greater rigour in recording risk assessments for all outside visits
- develop clear self-evaluation systems to ensure that all strengths and weaknesses are identified and acted upon in order to support ongoing improvement of provision and outcomes for children
- develop ways to further involve parents in practical ways to support their child's learning and development
- develop children's independent learning and problem solving skills in the outdoor area.

The effectiveness of leadership and management of the early years provision

Staff have a comprehensive knowledge of safeguarding and child protection issues. They implement robust policies and procedures to ensure children's safety. There are rigorous vetting procedures in place to ensure that adults having contact with the children are suitable. Collection procedures are followed carefully by staff and parents. Security within the pre-school is good, because children are carefully supervised in the indoor and outdoor areas and when visiting the toilet. Risk assessments in the pre-school are carried out regularly to minimize danger. Risk assessments for outside visits are completed but not always recorded. Fire drills are practised regularly.

Partnerships with parents and carers are satisfactory. Parents and carers receive information through the parents' and carers' notice board, informal contact with staff and annual parent meetings. 'Cookie', the toy dog, goes home with a child each day and parents write an account in his diary. Parents say their children enjoy coming to the pre-school. At present, parents do not receive sufficient information to enable them to be fully involved in their children's learning, and support their children's next steps in learning at home.

Partnerships with the host school are positive and the pre-school benefits from shared use of the outdoor environment. There are effective links with staff to ensure children have a smooth transition to full-time education. There are established partnerships with outside agencies to support children with special educational needs and/or disabilities, such as the area special educational needs coordinator, speech therapist and social services. Consequently children with special educational needs make good progress.

Leadership and management of the pre-school are satisfactory and staff work well together. The outdoor area is used regularly but is limited in the activities on offer. At present children do not have sufficient opportunities to develop independence because staff do not enable them to select their own resources often enough. Satisfactory progress has been made in addressing the recommendation from the previous inspection. Staff now record children's achievements in detailed learning journals, annotated photographic diaries and summary record sheets. These assessments are used well to plan the next steps in children's learning.

Staff make effective use of an appropriate range of resources to meet the needs of the children. They actively promote equality and diversity and work hard to ensure children are fully integrated into all activities. Staff work well together and enthusiastically attend training opportunities to enhance their qualifications and expertise.

Managers within the pre-school demonstrate a clear vision for the future of the pre-school but have not yet implemented sufficiently rigorous systems for self-

evaluation to identify strengths, weaknesses and suitable actions to drive continuous improvement in provision and outcomes for children.

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

Children's achievement is satisfactory in most areas of learning, and good in some, because a sufficient range of activities are planned and organised. Children enter the pre-school eagerly and, after registration, quickly become involved in a range of purposeful activities set out by staff. For instance, with small world equipment, which they use to build roadways for the toy cars, and 'fishing' in the water play 'rock pool'. These opportunities help to encourage their imagination and enable them to act out their experiences.

Children generally behave well and are kind, thoughtful and considerate of one another, although sometimes need quiet reminders. They contribute to the smooth day-to-day running of the pre-school by sharing their resources sensibly and helping with the tidying up routine. Staff have a consistent approach to managing the children's behaviour and have good relationships with them. Children learn to take turns and are becoming confident in their choice of activity. Children with special educational needs, and those who speak English as an additional language, are fully included in activities. The confidence with which the children enter the pre-school demonstrates that they feel safe.

Children are encouraged to make healthy choices at snack time and the cafeteria system is popular and well organised. They understand the need for hand-washing - 'we might get nasty bugs in our tummies'. They learn to use equipment safely, including scissors to cut the tentacles on their octopus models. They develop their physical skills well as they are taken in groups to the outside area where they run, climb and slide in response to instructions from staff. Use of this area, which is shared with the host school, helps keep the children active, although there are limited learning opportunities in other areas of learning and for them to independently solve problems outside.

Children are keen to participate in a range of activities. Their creative skills are developing well. They listen attentively to stories and practise their speaking and listening skills as they play together. Most can count up to ten and beyond, use comparative language such as smaller, faster, further and can identify simple shapes. They enjoy practising their counting skills at registration. The sound development of their basic skills ensures they are well prepared for the future in primary school.

Overall, children feel happy and secure in the pre-school and show a strong sense of belonging.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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