

# Bailgate Pre-School Playgroup

Methodist Church Hall, Bailgate, Lincoln, Lincolnshire, LN1 3AR

## Inspection date

12/12/2012

Previous inspection date

18/05/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children make good progress with their learning and development because staff make accurate observations of their achievements and progress them in ways that suit their preferred learning styles. This ensures that children enjoy their learning and are eager to participate.
- Children are active and creative learners, who are confident and responsive. They make independent choices about how they wish to spend their time. Staff know when to join in and when their participation would change the dynamics and alter what children are achieving.
- Children form strong bonds with staff and each other and are secure and happy.
- This is a strong, well-organised staff team, who have a shared vision for driving improvement and work well together to achieve this.
- Partnerships with parents are firmly established and contribute well to children's learning and development because they are fully involved and staff take their views and suggestions seriously and act on them.

### It is not yet outstanding because

- The outdoor area is not used consistently to ensure that children's overall learning is fully promoted.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector had a tour of the premises.
- The inspector observed children and staff in the playroom.
- The inspector met with the manager for a discussion and did a joint observation.
- The inspector sampled documents and children's learning journals.
- The inspector met with some parents.

## Inspector

Anne Barnsley

## Full Report

### Information about the setting

Bailgate Pre-School is committee run and opened approximately 28 years ago. It is registered on the Early Years Register and operates from the Methodist Church Hall in the Bailgate area of Lincoln. Facilities include toilets, a kitchen, a large hall and a smaller room for story or group time. The setting is open weekday mornings, with the exception of Tuesdays, Monday from 9am to 12 noon, Wednesday from 9am to 12 noon, and 12.30pm to 3.30pm, Thursday from 9am to 12 noon and Friday from 9am to 12 noon.

Children attend for a variety of sessions. There are currently 27 children attending, who are within this age group. The nursery provides funded early education for three-and four-

year-old children. It supports children who speak English as an additional language and those with special educational needs and/or disabilities. The setting employs five staff. All staff have appropriate early years qualifications to at least level 3. The manager has a degree in Early Years Education and has also achieved Early Years Professional status. The setting receive support from the local authority.

### **What the setting needs to do to improve further**

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

- improve the organisation of the outdoor environment to ensure that it is used consistently and provides a range of experiences that support children's all-round development and growing independence.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff are skilful practitioners, who have a strong knowledge of the Early Years Foundation Stage and know how to introduce learning to young children through activities that they enjoy. Consequently, they provide a wide range of well-prepared activities that fully support and encourage children's learning and take full account of their individual needs and preferred learning styles. There is a positive balance of child-initiated play and adult-planned activities. Children's learning is enhanced by staff, who engage well with them as they play by allowing them to take the lead and contribute their own ideas. Staff know when to engage in children's self-initiated play and how to enhance it. They recognise when doing so would change the dynamics and therefore, would not be appropriate. Children have memorable experiences because they learn through things they like and that have meaning to them. They are very confident and articulate and have clear ideas about how they wish to spend their time.

Staff complete regular observations and assessments of the children and use these to plan purposeful activities around children's next steps in learning. They track children's progress well by effectively linking the areas of learning to the development bands for each age range. They know children very well and work closely with parents to ensure that children's achievements and experiences at home are fully considered in the setting.

Children demonstrate a positive and keen desire to learn. The environment is set out extremely well by staff to be inviting and interesting to children. As soon as they arrive, children eagerly access their chosen resources and become busy and involved. Some

children enjoy playing together and inventing games about the 'Baker's Shop'. They use tills, calculators, phones, trolleys and baskets in their play. They transport their goods from the shop to the playhouse where they unload the trolley and set things out in their home. Children are developing an understating of numbers, amounts and the use of technology by acting out real-life experiences that are familiar to them. They play well together as they discuss what to do and who is going to do what. Children share well and take turns with toys, so that everyone can have a go. Most simple disagreements, such as a child noticing that another child has two telephones and only needs one, are sorted out well through negotiation. This shows that children are developing maturity about how to deal with feelings and how to work appropriately within a friendship group. Many children have developed good skills on the computer and enjoy spending time, choosing programmes and following the instructions, which they do very well. They can click on items and drag them to the correct location on the screen, which shows that they understand the purpose of the activity, in addition to having developed the physical skills required to achieve this.

Children make marks well and enjoy books, both for looking at and for listening to stories. They make Christmas cards and either write their message and name independently or attempt this with the support of staff. Children particularly enjoy going out to the shops in small groups to buy stamps one day and then to post their letters to Santa another day. Planning activities in this way, over the course of a few days, is a positive experience for children as they are involved with knowing what is going to happen and when, and become excited about it as the event draws nearer. Due to some logistical problems with the outdoor area being a shared car park, children are taken out when this is possible and safe. They go on nature walks when there are no cars and when numbers are low. Children also go about in the local area as often as possible to visit places of interest, such as, parks and shops. At the moment, children do not have consistent access to the outdoor environment. This means experiences do not cover areas of learning, such as, planting and growing, so that children do not learn sufficiently well about living things. However, the outdoors is brought indoors as they have sand, water and large apparatus to develop their muscles. Plans are currently in place and are moving forward well to develop a secure section of the car park for the outdoor area, so that children can have free-flow access during the session.

### **The contribution of the early years provision to the well-being of children**

The successful implementation of the key person system and effective deployment of staff ensures that all children develop secure attachments. This contributes to children's well-being and the development of positive relationships. The setting is well-resourced and provides a welcoming environment for children and parents. Children happily explore their environment, knowing that staff are close by. Staff provide good role models and are deployed effectively to support the children's individual needs. The positive techniques for managing children's behaviour impacts on their cooperation during play and independence and builds their self-esteem and confidence. Consequently, children behave extremely well and are very helpful, kind and caring. They share their resources well with each other and are polite and respectful.

Children show a good awareness of safety, including how to keep their toys and environment safe by helping to tidy away. They help set out their things for snack and tidy these away after they have finished. Children learn the importance of working together as a group, which helps with their transition when they move on to school. Staff are good role models to children and prioritise the safety of the environment each day by completing thorough safety checks and making sure that the equipment is safely set out. The risk assessments, monitoring of visitors to the setting and good security of the premises ensures that risks to children are effectively minimised. Staff explain very carefully to them about road safety before they go to the post office and children listen very well to what is being said. Children learn about the importance of healthy lifestyles through the provision of healthy snacks. They ask to use the bathroom when they need and are fully aware of their self-care needs. Children know how to dress appropriately when they go out and all children attempt to get themselves ready.

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

Children are effectively safeguarded because staff attend relevant child protection training and demonstrate a clear understanding of the symptoms of abuse and the procedures for reporting concerns. Policies and procedures that are required for the safe and efficient management of the setting are fully in place and implemented well by staff. Robust recruitment and vetting procedures ensure the suitability of adults employed.

The manager has a good overview of the quality of educational programmes through monitoring the documented observations staff complete on a weekly basis. Observations are purposeful and clearly show how staff link the areas of learning to the development bands to raise next steps for individual children. The manager and staff work well together and have high ambitions for quality. They are reflective and raise precise targets for driving improvements. The manager clearly recognises her role and responsibilities within the setting, which are consistently applied. An effective programme of professional development ensures that staff improve their knowledge, understanding and practice. This includes encouraging staff to attend additional training and in some cases complete online courses. Regular annual appraisals and the monitoring of staff performance are appropriately completed by the manager through peer observations and ongoing supervision.

Partnerships with parents, external agencies and schools are well established. The manager attends transition meetings and invites reception teachers into her setting to meet with each child's key person to discuss their learning journals prior to moving on to school. Effective partnerships with parents ensure they are involved in their children's learning and development and are kept well informed. Parents also contribute to the initial assessment of children's starting points on entry to provide a baseline from which to monitor their progress. They have access to their children's learning journal at anytime and contribute observations from home, so that staff take account of a wider range of experiences each child has outside of the setting. During the inspection, several parents

were viewing their children's learning journals. They were provided with a quiet table where they could do this and the manager was on hand to discuss these with them. Parents spoken to provided positive feedback regarding the pre-school. They feel happy with how well their children settle, the good progress they make and how warm and welcoming the staff are. They feel that they are kept well informed and staff are very approachable.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

**Setting details**

<b>Unique reference number</b>	253500
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	895098
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Bailgate Pre-School Committee
<b>Date of previous inspection</b>	18/05/2009
<b>Telephone number</b>	01522 538313

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**Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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