

# Bagshot Community Pre-School

Willow Room, Bagshot School, School Lane, Bagshot, Surrey, GU19 5BP

<b>Inspection date</b>	17/07/2013
Previous inspection date	20/09/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 are very happy and settled because relationships with staff are warm and positive. Staff provide a welcoming and stimulating environment and as a result children are making good progress.
- Staff plan very well for all children and take into consideration their interests so that children easily engage in learning.
- Children access the outdoor area which provides them with a wide range of interesting activities covering all areas of learning.
- Resources are good quality and plentiful; these are all stored at low level for children to choose from freely.

### It is not yet outstanding because

- There is more scope to improve parents' involvement with their child's learning journey.
- The current range of books needs further development to include books in other languages.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector had discussions with the manager, parents, staff and children.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, self-evaluation, policies and procedures.

## Inspector

Hazel Farrant

## Full Report

### Information about the setting

Bagshot Community Pre-school opened in 1982 and registered with Ofsted in 2001. It 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 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 toilet and kitchen facilities available. 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 and there are currently 53 children in the early years age range on roll. The pre-school receives funding for the provision of free early education to children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities as well as those who learn English as an additional language. The pre-school opens Monday to Friday during term time only, from 8.55am to 12.10pm for children aged three to under five years of age and from 12.40pm to 3.10pm Monday to Thursday for younger children (Monday and Wednesday only from September until the end of December). There are eight members of staff who work with the children. Of these, seven hold a recognised early years qualification.

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

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

- enhance the existing positive communication with parents so that children's development and progress at home is shared in a more consistent way to help maximise children's development
  
- extend the range of books, especially those in other languages, to raise children's awareness of different scripts.

## Inspection judgements

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

Children move around the setting freely, enabling them to continue their learning both inside and outside as they choose. Staff are knowledgeable about child development. There are good systems in place to track children's individual development and plan for their next stages in learning. Staff plan very well for all children and take into

consideration their interests so that children easily engage in learning. As a result, children are making good progress.

Staff use effective teaching methods. For example, they use good questioning techniques and follow children's leads. This encourages their natural curiosity to learn and develop key skills for their future learning. For example, children decide to turn the large boxes in the outside area into a boat. They use paper and card to make portholes and waves. Children then decide they want it to be a cave and ask staff to cut holes in the ends of the boxes to make into one long construction.

Children listen attentively to stories read by staff and participate well. They ask questions, which stimulates discussion to support their communication and vocabulary. Although there is a good range of books available to children there are no dual language books reflecting the different languages spoke by the families that use the setting, to show them their home languages are valued and to show children different scripts.

Staff complete the progress check at age two years with parents. This helps to plan for the next stage in children's learning and also identifies areas which may require further support. Staff prepare children well for the next stage in their learning, such as starting school. For example, they encourage children to be independent through routines, such as snack time. Older children recognise and write their names on their work. The pre-school cares for children with special educational needs and/or disabilities. Staff provide one-to-one interaction and work closely with other professionals so these children get the support they require.

Parents are able to review their child's development records whenever they wish. Staff talk to the parents daily about what the children have been doing at pre-school. However, there is more scope to encourage parents to contribute to their child's 'learning journey' so that they are as fully involved in the process as possible. Children access the outdoor area which provides them with a wide range of interesting activities covering all areas of learning. They use a range of wheeled toys and climbing equipment to practise and improve their large muscle control. Children enjoy outings, such as to the local library. These help them to understand more about their community and environment and their place within it.

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

Children are very happy and settled because relationships with staff are warm and positive. They enjoy the familiar routine. For example, they self-register for snack time, help tidy up in preparation and happily get organised for their snack. Children continue to be excited and motivated to learn throughout the session. They show good levels of interest throughout the session. Staff use a gentle and nurturing approach to behaviour management and children are well behaved. They learn about sharing and taking turns. The well established key person system means adults know the children extremely well and provide effectively for their care. This stimulating and welcoming environment is used to good effect to support the children's all-round development and growing independence.

Resources are good quality and plentiful; they are all stored at low level for children to freely choose.

Staff place good emphasis on children learning how to stay safe. For example, children take part in emergency evacuation drills regularly so that they know what to do should there be a real emergency. Children learn how to keep themselves safe in the hot weather. They know they must wear their sun hats and drink plenty of water. Children benefit from the very well resourced outdoor area. They have lots of fun as they peddle toys, build dens, climb and balance. Today, children took part in the host schools 'family day' where they were able to take part in a running race. Children had lots of fun taking part and they clearly enjoyed the cheers and clapping from all the spectators.

Staff and children adopt effective hygiene practices to prevent the spread of infection. First aid requirements are met to secure the children's health and well-being. Children enjoy a healthy snack and confidently pour out their own drinks of milk or water. Staff place a good emphasis on preparing children for school. They work very well with schools to share information and visits are arranged to promote continuity of care and learning.

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

The management team and staff are very clear about their responsibilities in meeting the safeguarding and welfare requirements for the Early Years Foundation Stage. Staff are well-informed about safeguarding children policies and procedures to be followed. Robust recruitment and induction procedures ensure that adults working with children are suitable to do so. There are also good systems in place to ensure the on-going suitability of staff. All staff receive regular supervision and monitoring sessions to identify where support is needed to improve their performance, so that the children fully benefit. Management and staff meetings are held to review practice, and how best to support the children attending. Staff have a good understanding of the learning and development requirements and have spent some time familiarising themselves with relevant guidance. As a result, they are able to accurately assess and monitor the activities and planning. This ensures that children make good progress and there are no gaps in their learning and development.

The management and staff work well together as a team, and with parents, to meet children's needs. Parents contribute to the initial assessment of children's development and have access to learning journey documents, which helps them know about their children's achievements and progression over time. The daily two-way flow of verbal communication ensures that parents know about their child's experiences in the pre-school. Parents speak very highly of the school and say that that it is an 'excellent' place for their children to attend. Partnership working with other agencies ensures that children's needs are identified early and met.

The self-evaluation systems in place are robust and include input from the management team, staff, children and their parents. The improvement plan in place ensures that action

taken to address areas for improvement will have a positive benefit for all children.

## 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 action. 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>	EY306962
<b>Local authority</b>	Surrey
<b>Inspection number</b>	834205
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	27
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Bagshot Community Pre-School Committee
<b>Date of previous inspection</b>	20/09/2010
<b>Telephone number</b>	01276 452623

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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, which are usually the childminder's 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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