

# The Bridge Pre-School Ltd

Bridgetown Primary School, Byron Road, STRATFORD-UPON-AVON, Warwickshire, CV37 7JP

## Inspection date

09/07/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- Through successful teaching methods and good organisation of the child-led environment, children enjoy interesting and challenging experiences which enhance their learning effectively.
- Children's sense of security is promoted by the effective key person system, which helps them to form strong bonds and emotional attachments. Staff are kind, caring and attentive to what children say and do.
- High regard is given to children's future learning experiences. This is because staff work closely with parents, schools and other professionals to help prepare children for their move on to school.
- Children's achievements over time are effectively supported because staff accurately identify priorities through well-considered reflection. The positive actions taken provide continued and thoughtful improvement to the quality of the provision.

### It is not yet outstanding because

- The use of novel and natural resources in the environment to extend children's sensory development is not explored to the very optimum.
- There is scope to further improve the already good opportunities and experiences provided for children, by enriching the support offered between committee members and staff, based on consistent and sharply focused monitoring and evaluations of the impact of staff's good practice.

## 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 throughout the pre-school provision and outside spaces.
- The inspector spoke with the deputy, staff and children at appropriate times throughout the inspection.
- The inspector looked at documentation including children's records, assessments and planning, and a selection of policies and procedures.
- The inspector conducted joint observations of the pre-school activities with the deputy manager.
- The inspector took into account the views of parents from discussions throughout the inspection.

## Inspector

Lucy Showell

## Full Report

### Information about the setting

The Bridge Pre-School Ltd was registered in 2012 on the Early Years Register. It operates from a self-contained building within the grounds of Bridgetown Primary School, Stratford-upon-Avon. There is an enclosed area available for outdoor play. The pre-school serves the local area and is accessible to all children.

The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. It is open each weekday from 9am to 12pm and from 1pm to 3.30pm, during school term times. Children attend for a variety of sessions. There are currently 37 children on roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- extend the range of innovative resources available inside and outdoors, in order to excite and encourage children's natural curiosity and to explore and investigate using all their senses
- enhance the professional relationships between the committee and staff. Improve monitoring and assessments, which focus on valuing their strengths, skills and knowledge, and celebrate the contributions made by everyone in the pre-school, so that children receive the very best possible learning opportunities and environments.

## Inspection judgements

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

Children's starting points are assessed well on entry. For example, at initial visits parents are invited to share information about their child's development. These valuable details, such as likes, dislikes and favourite activities, are used effectively to support the staff's observations of the children. As a result, staff learn about the children's preferences and skills, and build on these to help children to settle well into the pre-school. This partnership is extended further because parents and staff share accounts about the experiences children have enjoyed, both at the pre-school and at home. Staff then use

this information to plan and provide complementary activities and loan out resources which can be used at home. In addition to this, staff encourage parents to attend sessions and special events which provide some wonderful opportunities to liaise with staff and other parents and to share activities with their children. As a result, children's learning is supported well, both at the setting and at home.

Staff complete all required progress checks and assessments, and share these very well with parents. This means that parents are fully aware of their child's development and are made aware of any areas where their child's progress is less than expected. This information is used well in order to gain appropriate support at an early stage so that no child gets left behind. Staff also use assessment effectively to identify children's next steps in learning and plan activities to enable them to make good progress. As a result, all children, are progressing well and are developing good skills for their future learning, such as moving on to other settings and schools.

Children are making good progress in their learning and development. They are supported well by staff who have secure knowledge of how children learn. The staff's interactions and teaching techniques are positive and show their good understanding of how to engage and capture children's interests. For example, they give children plenty of praise and encouragement and ask lots of questions during play. Children's development is assessed and monitored well because staff track the impact of the experiences provided on children's learning. As a result, they ensure there is a variety of interesting activities across the seven areas of learning.

Children thoroughly enjoy their experiences at the pre-school and are eager to engage with staff and peers. The environment is very much child-led, with children free to choose from the wonderful experiences on offer. Staff are skilful in the questioning they use, which helps children to think things through and consider different options. For example, staff ask the children what they would like to play with. When children say they would like to make something, staff are animated and interested as they show the children what they can use. Together they look in wonder at the craft materials and make suggestions about what they can make. Several children join in sharing the resources and politely ask to pass the different materials across the table. They make shakers by filling bottles, and create collage pictures using sticky dots and tissue paper, while others make a lighthouse by painting a large cardboard tube in chosen colours. Children talk about varied sea creatures as they play in the water. They are confident to correct staff as they are asked about the 'seaweed' and inform staff that 'it's not real seaweed'.

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

Staff create an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence. Every child, from the youngest to the oldest, and of differing abilities, receives a happy and enjoyable early years experience that secures their future learning and ensures they are ready for school. The resources available are appealing to children, who select freely from the various storage units around the room. Furthermore, the space is decorated with examples of the children's creations and photographs showing how much they enjoy the activities on offer. This also helps children

to secure positive self-esteem and feel valued within the pre-school. The staff recognise, however, that there is scope to improve the variety of resources and experiences on offer in order to support and extend children's natural curiosity. For example, they feel that access to more unusual resources, such as tubes and pipes, recycled items, pine cones, twigs and blankets, will help children to explore the environment using all their senses.

Children benefit through some great outdoor experiences which help them learn about the importance of fresh air and exercise and how to promote healthy lifestyles. Outside, children love playing in the paddling pool. The weather has become very hot recently so to cool down staff have set up a pool under the canopy. Most children have brought in swimming costumes or changes of clothes so they can get wet and keep cool. Children jump and splash in the water under very close supervision. Staff make sure there are not too many children at any one time and that they remain calm and careful. They make shapes in the sand using buckets and spades, dig in the soil pit or make a 'bonfire' by collecting different objects from around the garden. Children use crates to build tracks or towers or set them out in a line to make a bus to go on a trip. They plant seeds and look after the plants by watering them and making sure it's not too hot. They take resources from inside, such as drawing and chinks to make marks, and use water and paintbrushes to paint the fences and patio, watching as it quickly disappears in the sunshine.

Children are highly valued as unique individuals. Thoughtful and accurate assessments are constantly monitored, challenged and adapted to secure timely interventions and support where needed. Children with special educational needs and/or disabilities, or who speak English as an additional language, are very well supported. This is because staff are very focused on ensuring that all children are valued in the pre-school and adapt practice to meet the individual needs effectively. Staff maintain good levels of communication with parents and other professionals. They actively seek advice and guidance in order to gain knowledge and skills to ensure all children's needs are met. Staff recognise diversity as a strength and enjoy celebrating festivals and events to promote children's understanding of different cultures and needs.

Children are familiar with the boundaries and expectations and, as a result, they behave well and are polite and considerate to others. Their self-esteem is high because staff praise and encourage children's specific and individual achievements, no matter how small. For example, for children who find it difficult to help to tidy up, they receive a sticker and a 'well done' for following specific instructions to put away a particular item. Other children are praised for making sure there is space on the carpet for other children to sit and listen to stories. Children are learning about keeping safe through some thoughtful activities. In the hot weather they ensure they have plenty of sun cream on and always wear a hat before going outside. Children understand that they need to drink plenty and are happy to help one another to access and pour drinks when they choose. For example, as they pour themselves a drink, they ask if their friends want one also and ask them to choose a cup, saying 'shall I pour it for you?' Furthermore, staff encourage children to serve their own fruit, spread their savoury snacks and sit nicely as they eat and drink. The staff are good role models because they help children to understand the importance of cleanliness and personal hygiene. For example, children learn that regular hand washing helps to get rid of any germs. Independent use of the toilet is encouraged, with staff close by to check good routines are followed. Those in nappies are taken care of

effectively, and toilet training is given plenty of time so that children are relaxed and comfortable if they want to use the potty.

Children are forming close bonds and secure attachments with the staff. The key person system is effective and ensures all children's needs are quickly identified and well met. Staff value parents' input from initial and ongoing discussions which helps them to plan and provide activities and adhere to their familiar routines. They also work closely together with teaching staff in order to help children as they move on to school or other settings. For example, staff are very conscious of ensuring the children settle and are comfortable and relaxed in their new surroundings by helping others to get to know the children as well as they do. Staff invite future teachers and other professionals to the pre-school to interact with the children, and often go with the children to settling-in sessions at their new schools or settings.

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

Children learn and develop well and are kept healthy and safe. This is because staff have very good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. All required documentation is in place. This includes parental permissions for varied purposes, individual details regarding specific needs of children, and records of accidents and medication, which are shared effectively with parents. There are a broad range of well-written and effective policies in place to support the management of the pre-school. These are displayed effectively for parents and visitors to view as they enter the pre-school. Staff's clear knowledge demonstrates a significant level of understanding of the procedures to follow. For example, children are protected because staff are alert to any issues of concern and respond in a timely and appropriate manner. This means that children are effectively safeguarded.

There are clear recruitment and vetting systems in place ensure all people working with the children are suitable to do so. Performance management systems are effective, with staff identifying suitable training. Staff cascade information from training and early years events to extend team knowledge and skills. However, the pre-school are currently in the process of management and committee changes. This means that consistent and sharply focused monitoring and evaluations of staff skills are not as highly effective as they could be. As a result, there is further scope to develop the systems to support staff in order to further improve the already good opportunities and experiences provided for children.

Staff are fully aware of the importance of assessing and monitoring the planning and delivery of the educational programmes, and seek advice and guidance effectively. For example, they work well with other local providers and their local authority advisory team to share ideas and identify best practice, and use quality audits as a welcome support. Regular staff meetings are held to reflect and share ideas to adapt practice where they feel necessary. The valued opinions of parents and other childcare professionals are collated and used to complete self-evaluations and action plans. As a result, the pre-school is focused on the priorities for development in order to continue to improve the pre-school

for the benefit of children and their families.

The welcoming environment provides children with space to relax, unwind and have fun. Staff share information very effectively with parents and other providers, and valuable information is given to future providers or teachers so that individual learning can be continued. These partnerships are well established and ensure smooth movements within the pre-school and on to school. In addition to this, there are good communication links with other settings that children attend in parallel with the pre-school. Staff actively share details of children's individual needs, skills and characteristics in order to enhance children's learning and development in consistent and complementary ways. For example, they work closely with other professionals, such as local family support teams, and are very involved in referral processes, ensuring all families get the support they need.

## 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>	EY442807
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	926454
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	37
<b>Name of provider</b>	The Bridge Pre-School Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01789264745

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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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