

St Bernadette's Bees Pre-School

Our Lady and St. Dominic's Church, 71 Highview Road, Farnborough, Hampshire, GU14 7PT

Inspection date	18/09/2013
Previous inspection date	19/01/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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

- The children are welcomed into a warm, friendly setting, where they are valued and included to ensure none are disadvantaged.
- Children feel safe and secure in the pre-school because arrangements for safeguarding the children have been strengthened to ensure robust procedures are in place.
- Children thoroughly enjoy their time at the pre-school. Children of all ages are happy and confident.
- A good partnership between the pre-school and parents ensures key information is shared between them.
- Each child receives an enjoyable, challenging experience across all areas of learning because the quality of planning for all children is good.

It is not yet outstanding because

- Children have fewer opportunities to compare length, weight, capacity and time to support them to make progress in all aspects of their mathematical development.
- The pre-school does not always obtain good information about each child's learning gained at home to help staff plan and support children's progress.

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 discussed the format of the inspection on arrival.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector observed activities in the indoor and the outdoor learning environment.
- The inspector took account of the views of parents spoken to on the day.
- The inspector and manager undertook a joint observation of a group time.

Inspector

Alison Large

Full Report

Information about the setting

St Bernadette's Bees Pre-School registered under a new management structure in 2011. It is run by a voluntary parent management committee and operates from the church hall of Our Lady and St. Dominic's Church in the Farnborough area of Hampshire. Children have access to a secure outside play area. The pre-school is open from 8.30am to 3pm each weekday during term time. A lunch club operates from 12 noon to 1pm. Children are able to attend for a variety of sessions. The pre-school serves the local community and surrounding areas. The pre-school is registered on the Early Years Register. There are currently 64 children aged from two years to under five years on roll. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school is able to support children with special educational needs and/or disabilities and also children who learn English as an additional language. There are nine staff employed to work with the children, including the manager. All staff hold relevant early years qualification. In addition, two more staff are employed as support workers.

What the setting needs to do to improve further

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

- strengthen the range of information gathered from parents when a child joins the setting to include current achievements in the child's learning and development.
- develop the educational programme for mathematics to provide more challenging experiences to ensure all children make good progress in their learning and development.

Inspection judgements

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

Children in the pre-school feel a strong sense of belonging, fostered by consistent care from staff and the use of appropriate resources. Overall, staff promote all aspects of children's welfare and learning with success. The pre-school's successful implementation of the educational programmes ensures they offer children interesting and challenging experiences across the different areas of learning. The pre-school is organised to provide a stimulating learning environment, with access to well-resourced areas that children can explore freely. Children take pleasure in their learning and make good progress in relation to their starting points. However, the pre-school do not get to know all children's skills

when they join the setting to help them plan. This is because they do not always gather enough information for staff to know about each child's achievements and learning made at home. Children's social skills are developing well and are promoted by staff who regularly praise the children for their achievements. During creative play children are able to experiment with a variety of textures including dough, glue and paint.

All children enjoy good opportunities to choose, participate and become independent in their play. The staff team promote children's development through a good balance of child-led play and interesting activities. Children investigate technology as they use programmable toys and a computer. They become aware that written words have meaning as adults sit and read books with them. Children are encouraged to count and use numbers in a variety of ways and they recognise shapes and name colours. However, the children's tracking sheets are showing that children's progress in mathematics is not quite as effective as in the other areas of learning. This is because there are fewer opportunities provided in activities for them to compare length, weight, capacity and time to develop their mathematical skills.

All staff have a good understanding of how children learn and develop and consistently provide them with good learning opportunities. Adults are good at getting down to the children's height when talking to them. They gain eye contact with the children before talking and encourage them to listen to what they say. This contributes to the building of good relationships and children's listening skills in preparation for school.

Staff record observations of children's progress and use these to identify each child's learning needs. Use of a tracking sheet makes it clear to see the progress each child makes and how staff identify their next steps. Staff effectively support younger children to become confident in their daily routines. Staff successfully recognise the uniqueness of each child and support each one to make good progress in their learning and development. The planning of activities for children is monitored to ensure they are meeting children's individual learning needs. The pre-school's good links with parents means they are kept informed of their children's progress. The pre-school has implemented the progress check for two-year-old children, and all documentation is in place and shared with parents.

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

The pre-school is organised to provide a stimulating learning environment, with colourful resources and access to areas where children can explore freely. A well-established key person system supports and successfully closes identified gaps in children's achievements, and the records of learning provide clear evidence of this. Children behave well, they are learning to share and take turns and play well together. Staff are good role models and their use of effective behaviour management systems ensure children know right from wrong. Children have discussions on how actions have consequences, they talk with staff about what will happen if they run around indoors and children respond that they may fall or hurt someone. Staff calmly support children in learning how to keep themselves safe.

Children are developing relationships with each other and interact well together throughout the pre-school. They know what is expected of them and are confident to make their own choices and decisions. Their learning and growing understanding of the world around them prepares them well for future life. Children are learning about good hygiene practices and healthy lifestyles. Staff encourage the children to follow good hygiene routines. They discuss why it is important to wash hands before eating and after using the toilet. The pre-school provides a variety of healthy and nutritious snacks, and drinks are available throughout the session to support children's dietary needs.

Children have daily use of an outside play area and daily physical exercise is included in the planning. Children enjoy the outdoor play opportunities, where they dig in the soil, play in the mud kitchen and can climb run and jump. Children are energetic and manoeuvre themselves with good levels of capability. Staff help support the children when they first join the pre-school, and as they prepare for the move to school. Good relationships have been developed with the local schools the children will move on to, to ensure children have a successful move into school. Staff support the children well as they develop their independence and gain the skills needed to be ready to move on.

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

The pre-school is well organised and staff work well together to provide a safe and secure environment. They act quickly upon any concerns or incidents to safeguard children. For instance, after a recent incident where a child managed to get out of the pre-school on to the ramp outside the building, staff reviewed and then improved their supervision procedures. They introduced robust new systems to keep children safe as they arrive and leave the pre-school, and increased adult supervision on the doors during these times. The pre-school has also reviewed and made changes to strengthen their procedures regarding the collection of children by someone other than parents/carers. They now make sure that staff always adhere to the use of pre-school's password system, to safeguard children's welfare. The pre-school has effective systems in place to ensure the children are cared for by staff who have a good awareness of safeguarding procedures and their roles and responsibilities. There are strong vetting and recruitment procedures in place, which helps to ensure the suitability of those individuals working with children. The pre-school completes appraisals annually for all staff and the induction process is thorough so that staff clearly understand their role and responsibilities. Clear records of risk assessment show how staff prioritise safety in all areas of the pre-school, both indoors and outside. Staff monitor children's safety well and use clear explanation to help ensure that children learn to understand hazards and how to keep safe. Staff carry out daily checks before the pre-school opens, to ensure all areas remain safe for the children to use.

Equality and diversity are promoted well. Staff value children's uniqueness and emphasis is given to inclusion to ensure the children's individual development is effectively supported. Good systems are in place for self-evaluation and continuous improvement, which ensure the outcomes for children are positive.

The pre-school has established very good relationships with parents. Parents speak highly of the pre-school, stating the setting offers them and their child a high level of care and support. They feel very welcomed into the pre-school by friendly staff and are very happy with the progress their children are making. Parents' and children's views and preferences are used to develop and enhance the quality of the provision and outcomes for children. Systems are in place to liaise with other providers the children may attend, to ensure they all share information about each child's learning and development, for continuity of care.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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

Unique reference number	EY431092
Local authority	Hampshire
Inspection number	928958
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	48
Number of children on roll	64
Name of provider	Saint Bernadette's Bees Pre-School Committee
Date of previous inspection	19/01/2012
Telephone number	01252 377510

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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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