

# Balliol Pre School

Balliol Lower School, Balliol Road, Kempston, BEDFORD, MK42 7ER

## Inspection date

Previous inspection date

13/02/2014

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	1
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 become ready for school because the staff teach them to be explorative and self-confident in their learning.
- Children have exceptionally high self-esteem because staff have confidence in what they can do and offer them challenge and stimulation, which raises their confidence.
- The exceptionally strong partnerships staff build with parents mean children experience a smooth move into pre-school.
- The staff have an excellent understanding about how to keep children safe and use highly effective methods to monitor children's well-being.

### It is not yet outstanding because

- There is scope to increase children's interest in literacy even further by encouraging them to experiment with writing.
- Children do not always have a wide range of opportunities to independently explore their interest in sensory learning by mixing media.

## 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 in the pre-school room and garden area.
- The inspector held discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and self-evaluation.
- The inspector held a meeting with the headteacher and the manager.

## Inspector

Hayley Marshall

## Full report

### Information about the setting

Balliol Pre School was re-registered in 2013 on the Early Years Register. It is situated in purpose-built premises in the grounds of Balliol Lower School, Kempston, Bedfordshire, and is managed by the governing body of the school. The setting serves the local and neighbouring areas and is accessible to all children. It operates from one main room and there is an enclosed area available for outdoor play. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above and one holds level 2.

The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 12 noon and 12 noon until 3pm. Children attend for a variety of sessions. There are currently 52 children on roll 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:

- increase the provision even further for children to experiment with writing in multiple ways around the pre-school, to further enhance their literacy skills
- extend opportunities for children to mix media by having a greater range of activities for this, such as incorporating it in the role play area.

## Inspection judgements

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

The pre-school provides good quality learning for children, who are eager to attend. The programme of activities for children follows what interests them, meaning it captures their attention and motivates them to find out more. For example, children love to listen to stories staff read. Staff extend upon their imagination by creating activities which replicate the story. In the garden area, children splash through puddles and create wavy grass with paper streamers. This ignites children's interest as they brave the elements to enjoy the sensation of the wind and rain. Staff observe children and repeat experiences they enjoy. Children make gingerbread men and enjoy decorating these, and so staff do a further activity where they decorate biscuits. Children use their pincer grip to pick up small pieces of decoration and spoon the mixture into their bowls. This increases the skill in their hands and develops their muscles ready for writing. When children become confident holding a pen, staff encourage them to write their name on wipe boards. There is scope to develop

children's new found skills further by providing wider purposes for them to experiment with writing, for example, writing children's names down as they await their turn at activities and writing ingredients lists while cooking. Children have a wide range of activities to support their larger muscles. They climb and balance on wooden blocks and ride bikes in the garden area. This increases their sense of balance and coordination.

Staff ask children open-ended questions and teach them new words. This enables children to hear language in their day-to-day play, which extends and increases their vocabulary. Staff swiftly seek further advice for children whose development does not meet expectations. Together with professionals they introduce picture diagrams which help children to express themselves. This means that children who are non-verbal are able to articulate their wants and needs, which reduces frustration. Children are confident to express their needs and desires because the staff listen to them and value what they say. Children listen to the sound of musical instruments they have made, helping them to focus in upon differing pitch and tone. Children sing songs and rhymes, which helps them to become familiar with rhythm. The staff teach older children to become aware of more complex sounds as they introduce them to phonics. They teach them about the sounds of letters and what happens when some letters are blended together. The good attention children display and excitement in their increasing ability show that they are developing very good skills for the future. In turn, this means that children acquire the positive attitudes they need in order to be successful in their schooling.

The good balance of adult-led and child-led activities means children remain engaged in what they do. For example, children enjoy mixing ingredients to make icing for biscuits with staff. There is opportunity to further increase children's interest in mixing media in their own free play to allow them test out their new skills. The staff share children's learning with parents in multiple ways. A noticeboard tells parents about what children are learning for the week, while parent consultations focus upon children's long-term learning. Parents frequently take home children's files to read and share their own observations with staff. There are always parent slips available for them to jot down their children's achievements. Parents say that they feel comfortable talking with staff and recognise the good progress their children make. Staff work closely with others who care for children, such as childminders, meaning that children experience continuity. When children need extra help, the staff attend meetings and develop individual plans for learning which focus upon realistic and achievable next steps. This ensures that all children make good progress given their individual starting points.

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

The strong, nurturing relationships staff form with children and their families are exceptional. The pre-school provides children with a consistent, reliable base from which they can feel secure and confident. Key people know and understand their children very well, meaning their good learning and sense of emotional well-being are assured. Staff find out about children needs and interests from home and learn about their home routines from parents. They value parents' contributions and expertise, which enable them to form highly effective partnerships. Children settle quickly into the pre-school because staff give them time and space to explore the environment. When children feel unsettled,

staff encourage parents to stay as long as they wish, meaning children and parents are ready to separate. Younger children bring comfort items into the pre-school, which staff look after for them. This helps them to make the move between home and pre-school. Staff share finely tuned relationships with the school which most children go on to attend. The pre-school staff and teachers share ideas for planning and methods of observations and assessment, giving children excellent consistency. Children visit the school to attend the library, helping them to become familiar with the building and staff. Staff at the pre-school are proactive in building equally strong relationships with other schools, and welcome teachers to attend to meet with children.

Staff have high expectations of what children can do. This results in children having excellent control over their emotions and feelings, and demonstrating a sense of responsibility and harmony which exceeds their young years. For example, when using the computer children all want to have a turn. Staff explain to them how they can use an egg timer to ensure fairness of time on the computer. Children seize upon this concept and implement a procedure for observing the timer and ensuring each has a turn. They readily swap places at the end of their go because they control and manage the rules. This shows children's high level of thinking and respectfulness towards each other. Consequently, children's behaviour is outstanding.

Children are content at the pre-school because they experience challenge and satisfaction in their achievements. When children try to balance on wooden blocks and fall, staff provide them with some suggestions of how they can make this safer. Children try these out and amend their play accordingly. This shows that they are developing excellent awareness of how to assess and manage small risks for themselves. Children self-register and help themselves to drinks and a healthy snack. They pour their own drink and tidy away after themselves. Staff remind children about reducing the risk of cross-infection through hand washing, and they readily adopt good practice. Children can play outdoors when they choose and enjoy the fresh air and exercise as part of their daily routine. This helps them to fully understand what constitutes a healthy lifestyle. Children are independent as they wash their hands and put on their own clothes. They change their shoes after playing outdoors and hang up their coats. The regular practise means children are highly competent in managing their own clothing.

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

The pre-school has thorough and robust procedures in place for keeping children safe. Staff knowledge of child protection is strong and each knows their individual responsibility for reporting any concerns about children's welfare. The staff undertake regular training to refresh their knowledge and skills. This means that they are confident in their ability to recognise signs and symptoms which may cause them concern about children's welfare. The pre-school uses a rigid procedure for inducting new staff. All required checks are complete before staff begin their work with children to confirm their suitability. The staff maintain stringent adult-to-child ratios, using qualified lunchtime cover staff to maintain good supervision of children. Staff conduct regular reviews of the areas and equipment children play with to maintain their safety.

The strong leadership team at the pre-school guide staff work and provide clear vision and expectations for quality. The leadership team are committed to reviewing, monitoring and improving the quality of teaching and learning at the pre-school. The manager embraces change and welcomes new approaches with enthusiasm. As a result, the staff team work well together and share in a desire to maintain continuous improvement. Staff demonstrate this by the way they have successfully addressed recommendations from the previous inspection. The staff use self-evaluation to identify strengths and tackle any weaker areas effectively. Parents share their views and staff take into account children's ideas. Therefore, positive progress meets the needs of all involved at the pre-school. Regular training keeps staff knowledge up to date and this is shared amongst the team to enhance the skills of all staff.

The programme for professional development enables staff to explore opportunities for further training. The pre-school works closely with the on-site school. The staff share knowledge and expertise by attending meetings to enhance practice. The pre-school works equally well with other professionals to support children. Staff attend meetings at children's development centres with children and their families, and support workers attend the pre-school frequently. Furthermore, the pre-school utilise the availability of parent support workers within the school and the knowledge of the Early Years Foundation Stage manager. Staff develop plans for children's learning and undertake observation and assessments that effectively track children's good progress. This identifies if children need extra support. Staff share information with parents to formulate the progress check for children aged two years. Parents welcome the flow of information they receive about children's learning and are complimentary about the staff and the care they give.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY467584
<b>Local authority</b>	Bedford Borough
<b>Inspection number</b>	934032
<b>Type of provision</b>	Sessional provision
<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>	52
<b>Name of provider</b>	Balliol Lower School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01234 300601

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

