

Bluebells Early Years Pre-School

SHIELD ROAD PRIMARY SCHOOL, Shields Avenue, Bristol, BS7 0RR

Inspection date

Previous inspection date

11/03/2014

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

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 happy, settled, keen to learn and rapidly growing in self-assurance because of strong relationships with their room staff.
- Children make good progress in relation to their starting points and capabilities as staff provide varied experiences for them that are based on their needs and interests.
- Staff makes good use of plentiful, adaptable materials in the spacious play environment to create stimulating spaces that nurture children and encourage communication.
- Staff use the knowledge and skills from partners and agencies to provide strong support to children with additional needs and their families.
- The committed owner-managers have a clear focus for the pre-school's future. Their complementing personalities benefit different staff, parents and children.

It is not yet outstanding because

- Staff occasionally miss opportunities to support children to express and use their ideas to extend their thinking.
- Staff do not share fully with parents about children's activities and achievements during the day, to maximise their engagement in children's learning.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the four play rooms and the outside areas.
 - The inspector had discussions with the owner-managers, staff, children and parents.
 - The inspector undertook a joint observation with a manager in a pre-school room.
- The inspector sampled a range of documentation, including the self-evaluation form and improvement plan, children's records, planning, safeguarding procedures and policies.

Inspector
Angela Cole

Full report

Information about the setting

Bluebells Early Years Pre-school re-registered as a limited company in 2013. The pre-school operates from a building on the Shield Road Primary School site at in Filton, South Gloucestershire. Children are grouped according to their age in four rooms. They use two enclosed, outdoor areas and the school grounds, which include a conservation area and jungle gym. The pre-school opens each weekday from 9am to 12 noon and from 12 noon to 3pm during term time only. Breakfast and after school clubs open during term time from 8am to 9am and from 3.15 pm to 5.45 pm. During school holidays if required, a play scheme runs from 8am to 5.45 pm for children aged four to twelve years attending local schools. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 82 children on roll in the early years age range from two to four years. The pre-school supports children with special educational needs and/or disabilities and children learning English as an additional language. It is in receipt of funding for the provision of free early education for children aged two, three and four years. An owner-manager has a level 4 qualification in childcare in education and the other has early years professional status. They are supported by 10 members of staff who work directly with children. Of these, six have appropriate qualifications in early years and one with qualified teacher status is working towards a further qualification in early years.

What the setting needs to do to improve further

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

- maximise ways to engage parents in their children's learning at home by improving the exchange of information at the end of the day.
- enhance children's learning through improving teaching techniques to make better use of conversation, open questions and comments to extend their thinking and ideas

Inspection judgements

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

Children demonstrate they are happy and stimulated at the pre-school. They enjoy playing with toys and equipment and participating in activities that promote their development across all areas of learning. Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They gain detailed information about children from observations of their initial sessions at the pre-school. Key

persons have a good understanding about the use of ongoing, observational assessment, including through the progress checks for two-year-old children. They effectively evaluate children's play to recognise what children need to learn next to be aware of learning intentions for individuals. Strong support from staff who speak and write words in children's languages help those learning English as an additional language to close gaps in their development. Families meet with key staff to discuss children's progress as recorded in learning journals. Staff liaise with parents as children arrive and in meetings, to provide a shared and consistent approach to help children progress. However, staff do not regularly share information with parents about their children's activities at the end of the day to support fully children's learning at home.

Staff are warm and caring so that children enjoy activities when playing alone, alongside or with others. The youngest children play and investigate quality toys and materials provided at their level. They make good progress in their personal, social and emotional development, forming positive relationships and gaining an understanding of appropriate behaviour. Staff acknowledge and describe how they are feeling and adapt activities skilfully to incorporate what children are most interested in. For example, adults recognise when children are more interested in feeling compost and piling it on the earth rather than using seed trays. Then, staff follow their preferences, encouraging them to plant seeds in the ground, rather than in the containers. Young children develop good physical skills when handling different tools, climbing and balancing, for example along a plank to experiment while jumping onto an earth mound. Two-year-old children experience a rich language environment to develop their confidence and skills in expressing themselves. Staff continuously emphasise new words as they describe what children choose to do.

Staff encourage children to listen and speak in a range of situations, for example, as they share books and talk about the pictures. Three-year-old children confidently choose the stories they want to and learn about the titles. They become engrossed in exploring themes, such as 'colours'. They eagerly experiment to make marks with a combination of red and yellow paints, while making prints with their hands, bubble wrap and tinsel. Children learn much about the wider world. They eagerly watched builders making the ramp into their garden, asking searching questions such as, 'What's he doing? What's cement?'

Staff provide a good range of equipment for children to use for their own play and learning. Overall, they use their knowledge of how children learn effectively to foster children's development as they explore different resources. However, staff sometimes miss opportunities to extend children's learning, for example by asking them for their ideas and opinions to achieve a goal or purpose. Pre-school children work cooperatively in the children's kitchen helping to bake food for their snacks, including home-made biscuits. This hands-on approach demonstrates their emerging communication, language and mathematical skills. Staff often stimulate children's thinking, for example as they experiment with objects to see whether these roll or slide down a ramp and which moves faster. Children enjoy group activities, such as story and song times, when they develop their literacy interests and skills. Staff enable children consistently to think more deeply by offering challenges, including recognising rhyming words. Children persevere and concentrate well, including during their time at the before and after school clubs. This approach enables them to make good progress in their learning to be ready for the next

stage in their education.

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

Children achieve good physical and emotional development. They form strong bonds with room staff as well as their key persons, who are always attentive to their well-being. Staff are skilled and sensitive in helping children form secure emotional attachments. They offer continuous, individual encouragement to younger and older children. This begins during settling-in visits when staff get to know the families better. As a result, staff provide a strong base for children's developing independence and exploration. Children develop self-assurance in varied social situations, including gaining confidence to sing in front of others. Those who are helpful receive warm praise, including for tidying the room and for fetching 'Billy Bear' for children to talk about his adventures in their homes. Children effectively develop self-control as they learn how to share resources. Two-year-old children receive good support to work together to complete puzzles. Older children in the after-school club organise their own sharing of a knife to make their own sandwiches. Many children respond to supportive behaviour management because staff have consistent, well-targeted expectations of them and are polite, calm, role models.

The staff give strong priority to the safety of children and effectively support their growing understanding of how to keep themselves safe. Children develop a clear understanding of how to manage risks and challenges relative to their ages. They carefully negotiate larger physical equipment to climb and balance. Children know to wear safety helmets as they negotiate trikes around obstacles. They learn to use tools safely, including trowels and vegetable peelers. Staff provide an attractive environment with many child-accessible resources. Labelling on cupboards enables children to choose the different, suitable play things stored at their level. Adults use the resources well to promote good learning through effectively stimulating younger and older children, both in and out of doors. As a result, children develop good decision-making skills and enjoy their play.

From a young age, children demonstrate a good understanding about the importance of a healthy lifestyle. Children of all ages choose whether to be in or out of doors. They benefit from ample fresh air in different weathers and enjoy energetic and quieter play. They are active as they build with blocks and planks and explore natural materials, including in the mud 'kitchen'. Adults organise themselves well so a member of staff is always on hand to support children's care needs, including nappy changing and toileting. Staff ensure that children gain a good understanding about the reasons for personal hygiene. Children thoroughly enjoy cookery sessions and eagerly volunteer to help prepare their healthy snack foods, for example by peeling carrots. As parents send nutritious food in lunch boxes, children learn through consistent messages from home and pre-school about the benefits of a healthy diet.

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

The management and staff teams work well together and all play their part in effectively meeting the safeguarding and welfare requirements. All staff receive regularly training so they have a strong understanding of child protection and how to help keep children safe. A manager attends enhanced child protection courses that enable her to identify, understand and respond to concerns about children. Staff review the safety of the secure premises through daily indoor and outdoor checks. They complete detailed risk assessments before taking children on outings into the school field, for example, to go on a bug hunt. The pre-school effectively maintains an up-to-date record of staff suitability. The staff supervise children constantly so that they play safely. Staff are, and feel, well supported by the managers and they have a good understanding of the policies and procedures to promote children's well-being.

The management works closely with staff to evaluate the pre-school's provision and to reflect on ways to improve further. Staff value and act on advice from local authority advisors to enhance their good provision for children. Using children's interests and parents' views, arising during open days, for example, staff accurately assess what they offer to children and their families. The managers plan a wide range of areas for development, including extending information for new parents and consolidating systems for assessing and monitoring children's progress. The management gives good attention to employment procedures and staff's qualifications and professional development. Staff benefit from thorough induction and strong encouragement to improve their skills further. The managers' regular supervision and appraisal effectively support staff development to have a good impact on children's well-being.

The provider has a good understanding of the responsibilities in meeting the Early Years Foundation Stage learning and development requirements. Management and key persons monitor the planning and delivery of the educational programme so that all groups of children make good progress. This approach includes the youngest children and those who need long-term support to close gaps in their learning. Partnership working is strong. Parents and carers appreciate the frequent, individualised communication about their children achievements and progress. They value the warm welcome offered by the friendly staff, who invite family members to stay during sessions and to read or cook with children. Parents feel well informed in aspects of the pre-school's organisation, including staff changes and recent extensions to outdoor play facilities. To link with shared providers, key persons talk with childminders as they drop off and collect children and, often, offer the pre-school's planning and learning records. The pre-school works particularly closely with other professionals, parents and carers to support children with special educational needs and/or disabilities. The pre-school's coordinator and key persons follow detailed individual plans to offer good support to these children and their families.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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

| | |
|------------------------------------|----------------------------------|
| Unique reference number | EY466371 |
| Local authority | South Gloucestershire |
| Inspection number | 934968 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 8 |
| Total number of places | 76 |
| Number of children on roll | 82 |
| Name of provider | Bluebells Early Years Pre-School |
| Date of previous inspection | not applicable |
| Telephone number | 01454867189 |

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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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