

Bishopston Beanstalks Ltd

Bishopston Methodist Church, 245 Gloucester Road, Bristol, BS7 8NY

Inspection date

Previous inspection date

06/05/2014

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

- Staff are highly qualified and very skilled at helping children settle happily and make good progress in all areas.
- Key persons discuss the individual needs of each child with parents and gain knowledge to help them understand how best they can support the child.
- Children are happy and settled and show confidence in the setting. They enjoy and benefit from close relationships with preschool staff and learn to become independent.
- The setting nurtures and values the home language of each child and actively encourages parents to take part in learning activities to share their language with all children.

It is not yet outstanding because

- At times not all children are fully involved and engaged at group time.
- The system to evaluate and monitor the provision is not fully effective.

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 children playing in the play rooms and the outdoor play area.
- The inspector had a meeting with the manager and spoke to key persons and children at appropriate times during the inspection.
- The inspector spoke with a parent to gain her views of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's learning diaries, planning documents, evidence of staff's suitability and qualifications and a range of policies and procedures.

Inspector

Carol Cox

Full report

Information about the setting

Bishopston Beanstalks Ltd registered in 2013. The pre-school operates from within two large designated rooms within Bishopston Methodist Church. Children have access to an outside play area at the front of the premises. The pre-school is run by a worker co-operative. The pre-school opens on Monday, Tuesday, Wednesday and Friday during term times only from 9.15am to 12pm, children may attend a lunch club until 1.00 p.m. The pre-school is registered on the Early Years Register. The pre-school offers care to children aged from two up to five years. The pre-school receives funding for the provision of free early education to children aged three and four years. The preschool supports children who speak English as an additional language. The pre-school employs six staff; of these five work directly with the children. Three members of staff are qualified teachers, two hold Early Years Professional status and one member of staff holds a level three National Vocational Qualification in Early Years and Childcare.

What the setting needs to do to improve further

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

- review group time activities to fully engage and sustain the interest of all children
- develop further the system to monitor the quality of the provision.

Inspection judgements

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

Staff members are highly qualified and have a very good understanding and knowledge of how to support and promote children's learning and development across all areas of learning. There are effective systems in place to assess children's progress and plan for future learning. Consequently children are happy and motivated and make good progress in all areas. Key persons work closely with parents and others to learn about the individual needs of each child. When children need extra support key persons are experienced and able to work with parents and others to help children make good progress.

Key persons make initial assessments of children's interests and progress with parents at placement. This helps them plan an interesting and challenging range of activities to meet individual needs. Children are well supported in adult-directed activities which are planned to meet specific learning needs. For example, a group of children play in the den area and use sound boards to listen carefully to different rhythms. The member of staff joins in the activity and encourages them to identify different sorts of sounds and copy rhythms made by others. This imaginative activity develops children's listening skills and encourages

them to work together. Children who speak English as an additional language are particularly well supported. All children attending the group enjoy learning about different lives and languages. For example, parents attend group time and help children learn to count in Basque. Children and staff members use their new counting skills in their jumping game. Staff provide a wealth of interesting and stimulating resources which children can freely access. In one of the loft areas of the playroom children thoroughly enjoy making dens with a variety of materials. They include the den making in their role-play games and work together well. When children decide to model with play dough staff suggest alternative techniques such as pinching and squeezing the dough. They remind children that 'pushing down hard' will help flatten the dough and make it easier to roll. When another child approaches the table the staff ask the children how they can help new child because all the play dough is being used. Children immediately offer a lump of play dough and a cutter. The member of staff acknowledges their consideration and they celebrate using their new superhero sign.

Key persons work in close partnership with parents to identify children's starting points. They regularly record observations of children's achievements and use these to identify what children need to learn next. Children's next steps in learning are included in the overall planning for the group. Parents are invited and encouraged to contribute their own observations of children's achievements which gives key persons further insight into children's learning. There are good systems in place for key persons and parents to exchange information through daily discussions and sharing the child's learning diary. Key persons complete a progress check at two for younger children. This helps identify children's progress so far and any extra support children may need. Parents are invited to help in the preschool which helps give them a greater understanding of how their children learn and socialise with others.

The play rooms are well designed and cheerfully decorated to provide a sunny and engaging play space. Resources are carefully planned so that children are able to make decisions about their own play and exploration. There is a small outdoor area which has been used with great imagination to provide opportunities for children to explore and discover at their own pace. They grow vegetables to learn about life cycles and healthy living at their allotment and have planted potatoes in their own outdoor area back at preschool. Children experiment with sand, mark making with large chinks, playing musical instruments and viewing insects through magnifying glasses. They observe the local community as their outdoor area adjoins a busy road. Children visit local amenities such as their allotment, a local park and the gym next door.

Children's speech and language development is effectively supported through good language modelling by staff and a range of visual aids. Staff use simple sign language with children routinely, they all sing and sign their good morning song. When staff ask children questions they carefully phrase the question and give children time to answer. Staff use textual words and add vocabulary to extend children's language skills in everyday activities. They use open questions such as 'what do you think might happen if' to challenge the children to think about and explain their play. When discussing activities staff refer back to previous learning to help reinforce children's understanding. When children have difficulties they are encouraged to explain the problem and find a solution. While listening to a favourite story children, actively participate by using puppets and

other objects. They join in enthusiastically as the giant in the Beanstalk story says 'fie, fi, fo, fum, I smell the blood of an Englishman' and squeal excitedly as Jack makes his escape.

Children practise mathematical skills in everyday play. Staff help by introducing ideas and language to describe comparisons of size and to describe shapes. Children use toys to demonstrate groups of numbers and play simple number games. Some children are skilled at counting and recognising significant numbers such as their age. Other children are helped to use their fingers to show how many pieces of orange they have chosen at snack time. When painting pictures of caterpillars children are asked to choose which implements they will use and a staff member demonstrates different techniques. All their pictures are different prompting discussion about colours and sizes. Children have clear knowledge about the life cycle of the caterpillar from previous stories and observations. One child comments confidently that caterpillars become butterflies and another reminds them that caterpillars have to become cocoons first.

Staff plan group activities to help children share, share and socialise with others. When playing with sports equipment in the main playroom children expertly manoeuvre around each other and staff join in enthusiastically. At carpet time children speak confidently to exchange their news and ideas with each other. However, at times some children lose concentration and do not fully benefit. Children experience a wide range of activities and opportunities to learn and discover supported by good quality teaching by all staff. Thus, children are well prepared for moving on to school with a lively interest in learning and discovery.

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

Children feel safe and secure at their preschool and form secure attachments with adults and friendships with their peers. Parents are warmly welcomed into the preschool and their children quickly choose activities and greet their friends. Key persons discuss children's progress and well-being regularly with parents to help them understand how best to support children. There is a calm sequence of the day which children soon learn and respond to positively. For example, a gentle shake of the tambourine immediately attracts children's attention and they happily sit for carpet time. There are positive strategies in place to help children learn to manage their own behaviour. Staff have introduced a new 'superhero' sign which they all use to acknowledge good behaviour. There is an interactive emotions board which children can use to select the face which matches their mood, this helps them identify their feelings. If children have difficulties staff work closely with parents and can seek professional help to put in place supportive ways of working consistent with home routines. Staff offer good models to children and help them learn to consider the needs of others through gentle reminders and clear explanations of what is expected from children. Children learn about safety in everyday play. For example, when playing jumping in a circle they are reminded to keep their legs crossed to avoid tripping up the jumper. Children learn to form friendships and become respectful and caring about each other. When simple disputes happen children turn to staff for help and soon resolve their problems. Children's own lives and experiences are

reflected throughout the preschool. For example, in the hallway there is a board showing photographs of children's families. The home language and culture of children is highly valued and shared by learning words in other languages and celebrating the home customs of others. Parents bring in a video of Afghan dance and teach children to count from one to five in Pashto. This means that children learn to value the different life styles of their friends and the wider community. At snack time children enjoy a range of healthy and nutritious snacks which they help prepare, they pour their own drinks and sit and chat sociably with staff. Children learn to look after themselves when going to the toilet independently and helping prepare snacks for others. When they visit the gym next door children take off their shoes and jumpers themselves and learn about the benefits of exercise.

The preschool has limited outdoor space immediately next to the premises but make regular visits to the park, allotments and local shops. Staff create a classroom outdoors where children engage in activities to promote learning in all areas. They engage with members of the community to learn about the jobs of others, for example a dentist visited the preschool to talk about mouth hygiene. Children's own lives and experiences are reflected throughout the preschool. Staff prepare children well to move onto to school or other settings. They read stories about school and teachers are invited to visit children at the preschool. Key persons prepare transfer summaries to help teachers learn about children's progress and particular interests and needs. Children are happy and excited learners ready for new discoveries and adventures. They are confident and have good self-esteem and readily understand and follow simple instructions. Children are able to express their ideas clearly, make choices and are confident to ask for help when needed. Parents describe how grateful they are that their children are so ready and excited to start school in September thanks to the hard work of all the staff.

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

The manager and all staff have a very good knowledge and experience of how to implement the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are kept safe at all times because a nominated member of staff holds responsibility for risk assessing all aspects of the premises, activities and outings. Staff make ongoing daily checks as they change activities and location. Children are encouraged to learn about keeping themselves safe, for example they wear fluorescent jackets when on outings and learn about boundaries and expected behaviour. There are robust procedures in place to ensure that children are never left with unchecked people. Parent helpers are always supervised and never left alone with children. Rigorous recruitment procedures ensure that new staff are well qualified and stringently checked as suitable to work with children. Key persons identify with parents all those adults authorised to collect children from preschool, this means that collection procedures are secure. There is an effective supervision and staff appraisal system in place which supports all staff to share good practice and identify training needs. The preschool is managed by a cooperative of workers who each have clearly defined roles and responsibilities. There is a system in place to evaluate and monitor the quality of teaching and meeting individual children's

needs, although this is not yet fully implemented.

All staff have a good understanding of child protection issues and attend regular training. They are confident of the procedures they should follow in case of a concern about a child and know who they should contact for further guidance or referral. Staff are very knowledgeable about procedures for administering medication and recording and treating accidents. Partnerships with parents are a real strength of the preschool. They are given clear information about their children's progress and enjoy a wealth of information about local support services. Parents are warmly welcomed and supported by key persons when their children need extra support.

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	EY468175
Local authority	Bristol City
Inspection number	941339
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	27
Name of provider	Bishopston Beanstalks Ltd
Date of previous inspection	not applicable
Telephone number	01179425104

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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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