

Freshford Pre-School

Freshford Memorial Hall, Freshford Lane, Freshford, Bath, BA2 7UR

Inspection date

Previous inspection date

13/05/2014

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	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 have the freedom to explore outside with a wide range of resources and this enhances their opportunities to be inquisitive, curious and think for themselves.
- There is a homely atmosphere where staff are positive and passionate about childcare; their energy is contagious and they have a very positive impact on each other and the children.
- Children have developed strong attachments with staff which means they are happy, confident, secure children.
- Children have an enthusiasm for learning because staff plan purposeful activities that extend children's learning.
- Highly effective partnerships with parents mean that children are given consistency and the all-round care and education that prepares them for school.

It is not yet outstanding because

- On occasion, the pace of adult-led activities is too quick and the amount of time children are seated is too long. This means that, particularly with younger children, their interest is not fully maintained.

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 are play both indoors and outdoors.
- The inspector discussed the provision with the manager and staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the deputy.
- The inspector sampled paperwork including policies, evidence of suitability checks, children's files and risk assessments.
- The inspector spoke to parents to discuss their views on the provision.

Inspector

Shirelle Norris

Full report

Information about the setting

Freshford Pre-School originally registered in 2009 and re-registered in 2013. This committee-run group operate from the village hall situated in the village of Freshford, near Bath. Children have use of two play rooms and integral toilet facilities. They also have use of the adjacent main hall. There is an outdoor play area available and this is directly accessible from one playroom and children also have use of the village playing field situated at the back of the premises. The pre-school is registered on the Early Years Register.

It is open on Mondays and Tuesdays from 9am to 3pm, and on Wednesdays and Thursdays between 9am to 1pm, term-time only. There are 25 children on roll in the early years age range. The nursery receives funding for the provision of free early education for children aged three and four. The committee employ five members of staff. Four staff work directly with the children, one holds Qualified Teacher Status and all other staff hold relevant childcare qualifications. The committee also employ a dedicated business manager to coordinate the financial, personnel and general administration of the pre-school.

What the setting needs to do to improve further

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

- review the organisation of adult-led activities, in order to maintain younger children's interest more effectively.

Inspection judgements

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

The staff have a good knowledge of how children learn best. This is because they have a strong understanding of the Early Years Foundation Stage. They provide a wide range of interesting, challenging and stimulating activities which cover all of the seven areas of learning. As a result, children are making good progress towards their early learning goals and they are well prepared for school. Children's individual learning files include photographs and detailed observations and assessments. These are effectively linked to the next steps in their learning and development. Staff share these files with parents and this helps them support their children's learning at home. This ensures consistency and continuity in care and learning for children. There is ample support for children's individual styles of learning. Parents contribute to their children's profile and each key person encourages home learning by suggesting activities parents can do at home.

The pre-school provides a structured environment for children covering all areas of

learning. All children can access resources and equipment as they are stored at low levels and are plentiful, this promotes children's independence. Resources are labelled with corresponding pictures and this helps children to make choices about what they want to play with. This also helps staff to promote inclusion and children's literacy skills. The staff have a positive attitude to early intervention and are skilled in their knowledge to support children with additional needs. Constant praise for children for their efforts means this helps build their self-esteem and confidence. They learn about the wider society as they use resources that reflect positive images of a wider world, such as dolls, books, play figures and dressing-up clothes. They take part in festivals and celebrations like Diwali and colour Rangoli pictures. Staff use skilful teaching techniques to make sure children have a broad view of the world. This helps children learn to accept and celebrate difference. Children participate daily in group activities where staff stimulate their thinking and extend their understanding. For example, when children have been on holiday they are encouraged to share their news and show seaweed that they have collected from a Greek beach. Staff effectively teach about the difference in other countries, the different heat, the writing, the language and the food. Because staff are good at stimulating the learning the children are captivated and learn throughout these times. Staff teach children about language with planned activities and communication with conversations, this happens naturally and instinctively. This means that children cannot fail to interact and contribute to the task. As a result, they are learning in a fun, exciting environment. However, occasionally large group activities are too long and pitched above the understanding of some of the younger children. This means that sometimes younger children lose focus and do not fully engage in the activity.

Staff encourage children to explore, investigate and think for themselves during their outdoor play. For example, children devise ways to transfer resources from one level of the play area to another. Children test their physical skills as they push trolleys and wheeled toys. This means they are developing independence and critical thinking skills. Children work together to clean the playhouse with long handled brushes and mops. Children excitedly fill the water tub and staff support the ideas by adding washing up liquid to the mix. Groups of children collaborate to scrub the playhouse, they learn to share the resources and their joy is contagious as more children join the play. Staff are adept at observing the play and letting the children lead the learning. As a result, children learn a real sense of empowerment, thus boosting their energy and confidence. Children role play in a mud kitchen where they use real pots and pans to stimulate their play. Staff are good role models and encourage children's learning further. This, in turn, promotes children's creativity and emotional well-being. Children make good use of the outdoor area and fun freely in the large field beyond the pre-school. This helps develop their physical skills and spatial awareness. Staff teach children how to understand and learn about their senses. This theme is strategically followed throughout the environment. Children cook and talk about smell, texture, cause and effect. They feel the textures of objects outside, such as, sticks, grass, bark and flowers. This gives children a wide range of sensory understanding. The 'interesting table' has sensory resources that children can ponder over, real fruit and vegetables, fragranced candles and natural materials give children a clear understanding. The skilful teaching makes sure children are consolidating their understanding with consistent, repetitive methods.

Throughout the session children are divided into groups and staff plan interesting activities

for each of these. The teaching is thoughtful and effective. The key person set up is referred to as 'play partners' and staff collate information before children start, whilst they play and at weekly meetings. There are efficient methods of collecting information that make sure possible gaps in learning are quickly identified. Staff make good use of established relationships with parents to help this learning. As a result, children are fully supported and prepared for school.

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

Children have an exceptionally secure relationship with their play partner in this warm, homely pre-school. Staff know the children really well and children are comfortable with their safe, secure environment. As a result, individual needs are highly effectively met, promoting their well-being successfully. The outdoor area has gates with locks and a mirror that helps to show a hidden corner where children may wander. Staff are vigilant and are deployed effectively to keep children safe and support the many areas of learning. This means high priority is given to keeping children safe and secure.

Staff work closely with parents from the start. Home visits and open evenings enable children and parents to build up relationships and familiarity with the staff team. Information about specific needs, allergies and individual care plans are used to make sure that children are given utmost support and care. Daily routines are structured and this gives children a stable, consistent learning environment. The staff plan very effectively to make sure children are happy and have plenty of attention to make them special.

The relationships between staff, parents and children are excellent. Children feel very secure and flourish at the preschool from these very secure emotional attachments. They smile and laugh, and have close contact with staff if they are feeling unsure or unsettled. When a child is reluctant to say goodbye to a parent the staff are exceptionally skilful in reassuring and effectively easing their worries. This is because the staff know the children really well and know what will help to comfort them. Children respond with smiles and renewed confidence because of this care. They are given an extremely strong base of confidence and self-esteem to progress and support their move on to school. Children are inspired, inquisitive learners who participate enthusiastically in games and activities. They are very confident in expressing their ideas and leading their play. Children are very well-mannered and often take control of resolving their own conflict. For example, when several children want to play with one toy, a child finds the sand timer to help resolve the situation. Staff have taught children consistently, the rules of the setting are embedded, and this is why children's behaviour is excellent. Children are confident to talk about rules and boundaries set out; they make sure other children are aware of these too. Children collaborate as they play and learn social skills which they can use in school in the future.

An exceptionally good awareness of hygiene practices and healthy lifestyles means that staff successfully reinforce children's learning in these areas throughout a session. Staff are skilful in how they introduce learning into every aspect of the children's day. This means learning is consolidated and consistent, and children are given every opportunity to learn and create good habits for life. Children enjoy healthy and nutritious snacks which

they select for themselves. They take part in cooking activities that stimulate their senses and staff constantly remind children of the health benefits of the ingredients. Children choose raspberries, blueberries, honey and cinnamon to flavour the muffins they bake. The outdoor environment and the planned forest school activities mean that children are given excellent opportunities to develop physically. Staff are skilled in encouraging children's independence and learning during the structured routine. There is a good balance of adult-led and child-initiated learning.

Children are taught about being safe and staff talk about what they are doing to assess risk as they play. This is especially apparent when they playing outdoors. Staff encourage children to take risks and this challenges them effectively. This means that children recognise dangerous areas and understand they need to do things differently to keep safe. For example, children think standing on a bench may be unsafe and talk about a safer option. Staff then praise children for their clever thinking. Resources, both inside and outside, are plentiful and staff know how to help children achieve their best and reach their potential. Opportunities to make sure children are well-prepared for their future are well thought out.

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

The pre-school is well-organised and paperwork is kept efficiently. The business manager works hard to oversee all aspects of this to help with the smooth running of the pre-school. Children's information, accident records, policies, and procedures are comprehensive and shared with parents. All staff have an excellent understanding of the safeguarding procedures to follow in the event of any concerns about a child in their care. They are fully aware of who to report any concerns to. Thorough risk assessments are completed for every aspect of care at the pre-school. Specific risk assessments for forest school activities are shared with parents to ensure consent and awareness is shared. Robust recruitment and vetting procedures ensure all staff are suitable to work with children. The pre-school has a unique volunteer group of parents that support the setting. These volunteers are suitably checked to work with children and bring many skills to the already excellent staff team. Effective performance management systems are in place and staff complete peer observations on each other to make sure all staff recognise their skills. Regular appraisals and supervisions are completed to identify training needs and maintain up to date information about suitability.

The manager and the business manager monitor children's progress well and have a very good awareness of where children are in their learning. Comprehensive tracker systems show immediately if there are gaps in children's learning, these are then discussed and plans are made to rectify this. There is a well thought out planning system that ensures children's interests and learning are linked skilfully. Activities are planned out with care and emphasis on consolidation of learning is cleverly facilitated. These systems are carried out well because the team meet regularly to make sure children reach their potential. Evaluation of the pre-school is carried out with precision and the whole team contribute to making sure strengths are celebrated and weaknesses are acted upon. The team welcome

support from the local authority and use their evaluation format to analyse the provision. This helps the staff team affirm their knowledge of providing good provision. The pre-school works together with other settings children attend close by and also makes good links with the school that most children will attend.

Partnerships with parents are well established. The pre-school is committee run and uses parent volunteers regularly. This means parents are completely involved in the pre-school. Annual questionnaires give parents the opportunity to have a voice and celebrate the provision. The committee and staff team strategically analyse the suggestions and evidence to ensure that the team act upon the suggestions. For instance, parents expressed concern about a hidden area of the outdoor play area, staff responded with a mirror to reassure parents of security and ensure that children are visible at all times. Parents are invited to the setting to discuss their children's progress and daily verbal discussions make sure that significant information is exchanged. Parents say the pre-school has 'an amazing staff base with amazing skill sets' they comment when asked 'the community environment around the pre-school does make it stand out above the rest'.

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	EY472387
Local authority	Bath & NE Somerset
Inspection number	946140
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	25
Name of provider	Freshford Pre-school
Date of previous inspection	not applicable
Telephone number	07928 013998

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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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