

Bitterley Pre-School

Bitterley C E School, Bitterley, LUDLOW, Shropshire, SY8 3HF

Inspection date

03/07/2014

Previous inspection date

26/02/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- Teaching is good because all staff fully understand how to promote children's learning and have high expectations for their achievements. As a result, children's progress is good, given their starting points and capabilities.
- There are effective partnerships with other professionals and providers to ensure children are well prepared for their transition to school. Partnerships with parents and carers are effective because there is very good two-way communication, ensuring all parties are well informed and work together to meet the children's needs and interests.
- Safeguarding children is a priority within the provision. The self-evaluation process includes all stakeholders, and improvements bring about effective changes that benefit the children. Effective management procedures, such as regular supervision monitoring, enhances staff performance.
- Children are well behaved because key persons acknowledge good behaviour through praise and are positive role models for the children. Children and their key persons are forming close attachments.

It is not yet outstanding because

- There is scope to enhance younger children's independence skills through every day routines.
- There is scope to extend children's imaginary play during outdoor play.

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 scrutinised a range of documents; attendance registers for children, staff and visitors, risk assessment, self-evaluation records and the providers improvement plan, staff suitability and qualifications, the complaints log, and a range of policies and procedures which supports the service provided.
- The inspector observed activities in the indoor and outdoor play areas throughout the session.
- The inspector conducted a joint observation with the manager, held meetings with the manager and the registered person, and also held discussions with various staff caring for children.
- The inspector took account of the views of children and parents spoken to on the day, and acknowledged a range of recorded statements.

Inspector

Mary Henderson

Full report

Information about the setting

Bitterley Pre-School was registered in 1993 and is on the Early Years Register. It is managed by a voluntary management committee and operates from a purpose-built, demountable building in the grounds of Bitterley Primary School. It is situated in Bitterley, near Ludlow, Shropshire. The pre-school serves the immediate locality and also the surrounding areas. The pre-school opens Monday to Friday, during school term only. Sessions are from 9am to 12noon and 12noon to 3pm on Mondays, Tuesdays, Wednesdays and Fridays, and 9am to 12.30pm on Thursdays. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area. There are currently 23 children in the early years age range on roll. The pre-school receives funding for the provision of free early education for three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. There is currently four staff working directly with the children. Of these, one has Early Years Professional Status, one has an early years qualification at level 5, one at level 3 and one at level 2. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- enhance younger children's independence skills further, for example, by encouraging them to be more involved in tidy up time, so that they begin to know about routines
- extend children's imaginary play, for example, by ensuring relevant resources are readily available in the outdoor play house, so that they can make connections in their play.

Inspection judgements

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

The management team have developed their knowledge of the learning and development requirements of the Early Years Foundation Stage. Since the last inspection, they have improved the outdoor learning environment to ensure all areas of learning are fully promoted, so that children are provided with challenging and stimulating experiences, with particular regard to numeracy and literacy. For example, the outdoor areas are now rich in print, including number and alphabet lines, and staff make references to these while encouraging children's mathematical play. Opportunities for children to count, and explore numeracy, during various activities has been extended. For instance staff encourage children to consider if their cars are small or big, and talk about up and down concepts, as

they roll the cars down the play drain pipes, showing excitement and repeating their activities. Also, children look at display posters on the outdoor wall, showing pictures and words of various insects and wildlife to watch out for supported by the staff. Children are also encouraged to explore time and space as they use their senses to plant, dig and care for their vegetables and plants in the well-resourced planting area. To increase children's literacy and mark-making skills further, the staff have sited various templates to the outdoor fence, so that children can use chalks to make pictures. This also fosters children's readiness for school. Other improvements include ensuring the tough trays are resourced with water and sand, so that children can initiate their own play while outdoors, supported by the staff as they follow the children's lead. Children play imaginatively while outdoors. However, at times the play house is not as widely resourced, for example, with cups, plates or dolls, similar to those available indoors. As a result, children's learning, with regard to making connections in their play, is not always fully maximised. However, improvements made ensure teaching is effective throughout the provision, and that all children are now making good progress towards the early learning goals.

All staff ensure that the teaching strategies used enhance children's physical and communication skills alongside their personal, social and emotional development. For example, the staff support older children's language and communication through the use of open questions that encourage children to think critically as they play. The children explore the world around them as they look under logs for insects and dig for worms in the soil. Children's physical development is fostered very well as children climb and balance, ride their trikes and run around in the outdoor air. The staff provide children with the choice of being indoors or out, as they wish, throughout the day. Toddlers enjoy joining in with their peers and staff as they sing rhymes, songs and enjoy story time. Staff, working with the toddlers, support them with their choices as they follow their lead. Toddlers are encouraged to explore and find lots of interesting activities around them. They like to build towers, supported by staff that use running commentary, so children begin to hear and understand language, so that their spoken language develops over time. Older children like to use sticky tape on the floor, to make outlines for an imaginary door to their house, and show good levels of dexterity when using a variety of tools for drawing, cutting and gluing. This helps to support children's readiness for school.

Children of all ages enjoy outings to places of interest. For instance, they like to go on walks to the park to use a range of larger equipment, taking risks in their play under close supervision of the staff. They enjoy local walks to look at nature around them and notice the changing seasons. To support children's interests further, various visitors come along to talk to the children. This includes people from the village that bring along farm animals and talk to the children about life on the farm. Since the last inspection, the staff have effectively improved the observation and assessment processes of the provision. They now ensure clear starting points, which include input from parents. These, and observations, are used in the planning to ensure children's learning is tracked, and their interests and needs identified and met. Children's next steps in learning are highlighted and shared with parents, so that they can continue to support their child's learning at home. As a result, the staff have an improved awareness of where each child is in their development and how to support their progress over time. Children with special educational needs and/or disabilities and those who speak English as an additional language are well supported by their key persons. Staff, caring for toddlers within the

nursery, discuss with parents the most suitable time to provide a comprehensive summary of their child's learning and development, in time for their progress check between the ages of two and three years. The management and staff implement a range of strategies to support positive partnerships with parents. For instance, parents share what they know about their child. This helps the key person to work together with parents to ensure consistency and continuity in children's learning and routines. As a result of this good two-way communication, children's care, learning and developmental progression is supported well.

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

The management and staff provide a warm and welcoming environment for all children and their parents. The emotional well-being of children is fostered well because the key-person system is strong. All staff spend quality time interacting with the children they care for. As a result, close attachments are enhanced, and children's feelings of self-worth and sense of belonging are fostered well. Staff use meaningful praise and encouragement as children play, promoting their good behaviour. Strategies used by staff to support children's transitions are good. The communication between the nursery, other settings and school ensures that everyone is working together. As a result, children become ready for the next phase in their learning and school.

All children are provided with daily opportunities to be outdoors. They run or toddle about in the fresh air, using a range of small and large equipment. This helps to build on their confidence and self-esteem over time, fostering their healthy lifestyle. Children wash their own hands before they eat. They also peel their own bananas and soft fruits for snack times, and pour their own drinks, which supports their skills in independence, enabling them to learn how to use small equipment in a safe way. However, children's independence is not fully maximised throughout the day, because they are not always fully encouraged by the staff to complete tidy up time activities prior to their snack time. As a result, children's familiarity with routines is not fully maximised at all times.

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

Since the last inspection by Ofsted, where the provider received a number of actions to improve, and one subsequent monitoring visit, the management team and staff have worked hard to implement effective changes. These include effective suitability checks. The procedures now include checking the suitability of all new staff to work with children and ensuring they are closely supervised at all times until such checks are in place. The provider was also asked to ensure staff record all accidents, following their own procedures. Improvements were made to the recording of signatures, by all staff involved in any accidents, including how this was managed by a qualified first-aid member of staff. As a result, children's safety, welfare and well-being are fully secured at all times. The provider ensures risk assessments are carried out in all indoor and outdoor areas used by the children, including any outings off the premises. This further fosters children's safety and well-being. The management have also improved the strategies used to ensure appropriate arrangements are in place for the supervision of staff. All staff now receive

effective coaching, supervision and monitoring of their practice in order to increase their knowledge and skills. As a result, staff skills and performance has improved. For example, staff have attended a range of training, which supports and enhances their knowledge about children's learning and development. This includes 'All about being 2' training. As a result of this training, the staff made improvements to the environment including ensuring activities, such as water play and sand play is available both indoors and outdoors. The children can now make informed choices during both indoor and outdoor play times wherever they chose to play. This training was followed by 'A room without walls' training. As a result of this training, the management and staff further improved their knowledge about how to make the outdoors as accessible as the indoors to all children to support all areas of their learning. Other members of staff attended 'Long and winding road to writing' training. Following this training, the staff came back filled with enthusiasm about how to provide even more interesting activities to support children's skills in literacy and writing. This included providing opportunities for children to screw and unscrew lids on jars and containers. As a result, children's fine motor skills are further supported, thereby giving them greater control over their fingers and hands, supporting their manipulative development. This in turn supports children's ability to hold pencils correctly and confidently. Staff have also updated training on the 'Characteristics of effective learners'. This renewed their underpinning knowledge about how to encourage children to have a go and keep trying, and also enhanced the staff with further ideas about how to use open questions and use running commentary to support children's communication and language skills very well.

Everyone working in the provision has a good awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, all requirements are met. Robust policies and procedures are followed to ensure children are cared for in a safe and caring environment. Staff attend safeguarding training, and are fully aware of the possible signs of abuse and what to do and who to contact should there be any concerns. A comprehensive whistle-blowing policy is used by the staff to report any concerns about anyone working at or visiting the nursery. The staff have attended first aid training, which further ensures children's safety and well-being. The recruitment procedures of the provision are robust. This and up-to-date records help to make sure children are kept safe.

The strategies in place for monitoring the teaching and learning programmes within the provision are good, thereby ensuring children's learning and development is fostered well. The self-evaluation processes in place are good and include input from the management, all staff and the parents and their children. Areas for continuous improvement to benefit the children's learning and development are identified on an ongoing basis. Partnerships with parents, other providers and other professionals are effective. As a result, everyone works closely with the individual child to ensure their needs are met. Information is provided to parents about the provision, their child's care, and their learning and developmental progress at all levels. Parents share what they know about their child with the key person. This helps staff to support children to settle into the provision. This also helps to form strong relationships with parents from the start. Staff caring for toddlers ensure the progress check for children between the ages of two and three years old is undertaken, in line with parent's wishes, and in time for the health visitor check at age two. Parents speak highly about the staff that care for their children. They state their children like attending and particularly like being outdoors and playing with their friends.

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	224044
Local authority	Shropshire
Inspection number	965235
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	23
Name of provider	Bitterley Pre-School Committee
Date of previous inspection	26/02/2014
Telephone number	01584 891581

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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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Piccadilly Gate
Store St
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M1 2WD

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