

Bonby Pre-School

Worlabby Primary School, Low Road, Worlabby, BRIGG, South Humberside, DN20 0NA

Inspection date	02/05/2014
Previous inspection date	28/11/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Leadership and management is good. The new manager is highly motivated and focused, with clear development plans in place to further enhance the quality of the pre-school.
- Children have very good relationships with staff. This creates a calm and caring atmosphere where they behave well and are keen to learn.
- Children's individual needs are a high priority, in particular for children with special educational needs and/or disabilities. Consequently, all children make good progress.
- Relationships with the adjoining school are very good, which ensures excellent transition arrangements are in place for when children enter the reception class.

It is not yet outstanding because

- There is scope to gather more detailed information from parents to give a robust view of children's development level when they start at pre-school.
- Children are not always given sufficient time to respond to questions. This results in occasional missed opportunities for children to extend their thinking skills.
- There is scope to enhance the planning for older children's progress so that their learning is maximised through a wider range of adult-led activities.

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 and children at play in the playroom and in the outside learning environment.
- The inspector spoke with children and staff throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager, head teacher, academy improvement officer and responsible person.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability of staff and committee members, the provider's self-evaluation form and improvement plans.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Julie Fowler

Full report

Information about the setting

Bonby Pre-School was re-registered in 2011 on the Early Years Register due to a change of premises. The pre-school is run by a voluntary management committee and has been established for over 20 years. It operates from purpose-built unit in the grounds of the school. The pre-school serves the local area and is accessible to all children. It operates from one main room and there is a fully enclosed area available for outdoor play. The pre-school employs four members of child care staff. Of these, two hold appropriate early years qualifications at level 4 and two hold level 3. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 3.15pm. Children attend for a variety of sessions. There are currently 22 children on roll who are 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 already good range and frequency of adult-led activities for older children so their learning opportunities are fully maximised.

Inspection judgements

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

A broad range of both adult-led and child-initiated activities are available throughout the day. This ensures that children have opportunity to access all areas of learning within the Early Years Foundation Stage. For example, mathematics is skilfully incorporated into outdoor play on bikes as the member of staff charges 'five pennies for petrol', and children predict how many more stepping stones there are left to go across. Indoors, letters and sounds are introduced during a card game as the member of staff emphasises the initial sounds in words for children to hear, and music and movement is freely available when children request it. A good balance of adult-led and child-initiated activities are available. However, there is scope to develop even further to challenge children who are due to go to school in September. Teaching is good. Staff effectively engage children in play and conversation, which results in them being keen learners. They listen attentively as the member of staff explains that a dandelion changes from a flower to a seed head, then they take turns to blow the seeds, watching them as they float. Children are encouraged to 'think' during a group activity, which supports them with their characteristics of effective learning, before choosing a rhyme to sing.

Planning is based on children's individual needs and interests. This results in children being motivated to learn and join in, and therefore make good progress in their

development. Staff enhance children's development during play through questions and by offering their ideas. For example, a member of staff offers children a spade to dig in the sand, introducing the concept of using tools, and another discusses when we can and cannot go at traffic lights with a group of children. Staff's questioning is mostly open ended, allowing children to think and respond creatively. However, on occasion, staff do not leave enough time for children to think about the response they want to give before helping them with the answer. This results in some missed opportunities for children to work things out for themselves. All staff communicate freely in Makaton sign language and are able to explain children's individual needs and the next steps in their development. Consequently, children with special educational needs and/or disabilities are very well supported.

Relationships with parents are good. All children have an allocated key person, who regularly shares information with parents about their child's developmental progress. Parents report they are happy with children's progress and the service they receive from the pre-school. Children make good progress from their starting points. Their development is assessed during their first weeks and from some information gathered from parents. There is scope to enhance staff's knowledge of children's starting points further, for example, by including parents in initially assessing children against the early years outcomes.

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

Personal, social and emotional development is very well supported in the pre-school. As a result of this, children are safe and happy, which enables them to learn. For example, children are able to sing in a small group as the member of staff puts a supporting arm around them. Children are able to choose their own activity from a wide range of resources. Consequently, their interests are harnessed and they can lead their own play and learning. Staff skilfully include themselves in children's play, introducing new concepts and prompting ideas. As children climb up the frame and sit at the top, the member of staff introduces balancing and cooperation by playing a turn-taking, throwing and catching game. As a result of this, children learn to cooperate with each other through fun activities. Staff constantly talk to and listen to the children. This results in them knowing the children very well and therefore being able to plan to meet their needs effectively. This also supports children as they make the transition from home to pre-school.

Children behave very well. This is because they understand the behaviour expectations which are supported through clear guidance from staff. For example, they know to put their resources and equipment away when they have finished with them, and to take turns to pass the traffic lights when on the bikes. Staff also promote a healthy lifestyle. Consequently, children learn about the effects of exercise and food on their bodies and how to keep themselves safe. They learn to 'jump' to warm themselves up and routinely wear a safety helmet when riding bikes. Children cooperate very well with each other. They choose to dance and take part in action rhymes, following each other's lead and negotiating their play. When taking part in indoor large physical activity, children know to take their shoes and socks off, as they 'might slip', and are good at remembering to put them back on.

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

Staff demonstrate a secure knowledge of their roles and responsibilities with regard to safeguarding children. A clear safeguarding policy is in place, and all staff have accessed appropriate training. Effective measures are implemented for risk assessing, resulting in children accessing a safe and secure environment. For example, checklists are carried out each day to ensure the environment remains safe. Clear recruitment and induction processes are in place. Consequently, all adults associated with the setting are vetted for their safety to be around children, and understand their roles. Staff working directly with the children are well supported. The close staff team hold regular discussions, which enable any concerns to be raised and planning for future improvements to be clearly communicated.

The manager demonstrates a secure knowledge of the requirements of the Early Years Foundation Stage. Consequently, children are safe and well cared for and the educational programmes are good. Children's development is monitored by the manager and principal of the adjoining school. This ensures that all children make good progress given their starting points. Staff's knowledge of children's starting points can be further developed through more robust information being gathered from parents. Self-evaluation and development plans are very good. The highly motivated manager has clear plans in place for the future of the pre-school, and has the drive and commitment to follow these through. This includes moving into their new purpose-built premises. Partnership working is very good. The pre-school values the support they get from the school, local authority and other agencies. Consequently, any support for staff or children is met without delay.

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	EY424044
Local authority	North Lincolnshire
Inspection number	983438
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	22
Name of provider	Bonby Pre-School Committee
Date of previous inspection	28/11/2011
Telephone number	07841203697

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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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