

Bengeworth Pre-School

Bengeworth Church Hall, 8 Broadway Road, Bengeworth, EVESHAM, Worcs, WR11 1BH

Inspection date	18/09/2014
Previous inspection date	13/11/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are safeguarded as staff have a secure knowledge and understanding of their roles and responsibilities for child protection.
- Effective partnerships with parents and a well-established key-person system helps children form warm and secure attachments, promoting their well-being and independence.
- The managers and staff are able to recognise areas where improvement is needed and are determined to make necessary changes to move the setting forward in their pursuit of excellence.

It is not yet good because

- Not all records relating to staff suitability are readily accessible or available for inspection.
- The managers do not keep an accurate record of children's hours of attendance to ensure their safety.
- Children's move into full-time school are not fully supported as staff have not developed strong links with local schools.
- Staff do not always promote children's independence skills through routine activities, for example, pouring their own drinks.

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 the staff engaging with children in a range of indoor and outdoor learning activities.
- The inspector held discussions with the managers and staff.
The inspector looked at documentation, including a selection of policies and
- procedures, evidence of staff suitability and qualifications, and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.

Inspector

Amanda Tompkin

Full report

Information about the setting

Bengeworth Pre-School was registered in 1994 and is on the Early Years Register. It operates from a church hall in the Bengeworth area of Evesham, and is privately owned. The pre-school serves the local area and is accessible to all children. It operates from a church hall and there is an enclosed area available for outdoor play. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level three. The pre-school opens Monday to Friday during term times. Sessions are from 9.15am to 12.15pm and 12.45pm until 3.45pm. Children attend for a variety of sessions. There are currently 44 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that records are easily accessible and available for inspection, with regard to staff records and in particular references carried out on staff
- keep a daily record of the names of the children looked after on the premises and their hours of attendance.

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

- develop relationships with all of the schools that children will attend to support children's move as they progress onto full-time education
- increase children's independence skills by providing consistent opportunities for them to pour their own drinks.

Inspection judgements

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

Children are happy and settled at this pre-school. This is because staff take time to gather information relating to children's individual routines and preferences before they start. Staff greet children warmly and children are confident and happily separate from their parents. They settle quickly into the routine. Children are keen to choose toys and join in activities in the inviting, well-equipped, indoor learning environment. They are offered a

sufficient educational programme that broadly meets their needs and helps them make adequate progress in all areas of learning.

Children's learning journey files contain observations, photographs and evidence of monitoring children's development. Children's prior skills are established with parents and carers on admission to the pre-school, where parents and carers complete an all about me document. This records what their child can do, their likes and dislikes. This along with verbal discussions helps staff to identify children's starting points on entry. All children have profile documents which their key person completes to monitor progress.

Children's communication and language skills are promoted well because staff engage in meaningful conversations with them. Staff and children chat happily throughout the day. This promotes the children's confidence and self-esteem, skills which help them to make progress in their learning. Children's physical development is supported well in spite of the limited space outdoors. Staff overcome this well by successfully providing a safe indoor space where children can pedal bicycles, negotiate space with pushchairs and practice their balancing skills. Children gain appropriate skills that prepare them for future learning. For example, staff plan some group activities for children and teach them to share and take turns in their play and conversation. Children are developing their independence as they visit the bathrooms and wash their hands before snacks. However, the older children are not encouraged to pour their own drinks, which limits their ability to be fully independent in preparation for full-time school. All children are welcomed and valued. Children with English as an additional language and children with special educational needs and/or disabilities are fully included and staff recognise their individual learning needs and support them to join in activities at their own pace.

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

The pre-school has an established key-person system, which helps children to form secure attachments. Staff are caring and kind, children demonstrate their feelings of security as they happily interact with staff and seek them out for a cuddle when needed, this supports children's emotional wellbeing. The pre-school manages the settling-in procedure well. Children and parents attend taster sessions, which enable them to become familiar with their new surroundings and staff. As a result, children soon settle into the routine.

Children's health and well-being are supported effectively. They have good opportunities to spend time outdoors and gain the benefits from being in the fresh air and staff provide a suitable space indoors for children to be physically active. Close partnership with parents and outside agencies ensure that children's needs and well-being are consistently met. Children's individual dietary needs are discussed with parents and taken into account at snack times. Children develop a good understanding of a healthy lifestyle as staff provide information to parents about what healthy snacks they should provide. They demonstrate a good understanding of managing their own hygiene and personal needs, and wash their hands before meals.

Children's behaviour is good because it is managed positively with praise and encouragement. Children receive gentle reminders to play nicely with the toys, to share

and take turns. Children are reminded to walk while indoors and to sit properly on furniture. Consequently, children begin to learn the importance of keeping themselves safe. There is some support available for children who move into full-time school as staff welcome teachers into the pre-school to visit the children in their own environment. However, these links are not embedded sufficiently well to support children's emotional readiness for school to the fullest potential.

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

Overall, leadership and management are effective in ensuring that children are happy and their well-being is considered. The managers confirm that all staff working with children have undergone Disclosure and Barring Service checks. However, the provider has not ensured that all requirements of the Early Years Foundation Stage are met. This is because, certain staff records, such as references were not on site for inspection. The verification that the recruitment procedures are robust in assuring staff suitability was hindered, as a result. Consequently, the way in which children's welfare and safety is promoted is unclear. In addition to this, the managers do not record children's hours of attendance. This is a breach of the requirements for the Early Years Register. Nonetheless, safeguarding practice is adequate and all staff have a sound understanding of their role and responsibility to protect children in their care. Staff know the procedure to follow, should they have any concerns, in line with Local Safeguarding Children Board Guidance. This includes procedures to be followed if an allegation is made against a member of staff. All policies are in place and the pre-school has written risk assessments, which are regularly reviewed. The recording of accidents or incidents is precise and records are maintained to a good standard. This means that in the event of any concerns or complaints being made, detailed information is available.

Staffs' ongoing suitability is supported through effective systems for supervision, appraisals and performance management. Good arrangements are in place regarding the programme for professional development, leading to a knowledgeable staff team. Staff are aware of the importance of assessing and monitoring the planning and delivery of the educational programmes and seek advice and guidance effectively. For example, they work well with the local authority advisory team and use quality audits as a welcome support. Systems are in place to track children's progress and where children may need additional support activities are planned to meet each child's needs. As a result, any gaps in children's learning are closing and children are making sound progress.

Partnerships with parents are strong. Their views are sought through daily informal discussions, parents' evenings, as well as by completing questionnaires. In addition, parents are provided with information such as how to contact Ofsted, how to raise a complaint or concern, and details of the activities through notices displayed in the pre-school. This two-way flow of communication ensures that parents are kept informed about their child's daily needs and activities. Staff are encouraged to participate in the nursery's self-evaluation along with parents; consequently, planned actions to identify weaknesses are concerted and effective. The nursery welcomes advice from other professionals, including the local authority and implements changes that are suggested to enhance their

practice. They develop partnerships with other settings children attend, schools and specialised professionals when needed to support and complement children's learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	205252
Local authority	Worcestershire
Inspection number	865318
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	44
Name of provider	Bengeworth Pre-School Ltd
Date of previous inspection	13/11/2009
Telephone number	01386 421866

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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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