

Bamford Pre-School

Methodist School Rooms, Main Road, Bamford, HOPE VALLEY, Derbyshire, S33 0AY

Inspection date	19/09/2014
Previous inspection date	19/05/2011

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

- Staff provide a warm and welcoming environment where children are listened to and valued. This ensures children feel secure and contribute positively to the setting.
- Staff work effectively with parents to ensure continuity of children's learning at home and in the setting.
- The setting has strong links with the local school, supporting a positive transition for children.

It is not yet good because

- Staff and managers do not effectively track children's progress through observation and assessment of the educational programmes. Children's next steps are not planned effectively and consistently, limiting progress.
- The manager's monitoring processes are not robust enough to ensure effective planning and assessment are consistently in place to challenge children.
- The key-person system is not fully effective to support children's learning and next steps when the key person is not there.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector examined children's records held.
- The inspector observed children and staff, both indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector carried out conversations with staff, children and the manager.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector examined documentation including policies, procedures and children's planning.

Inspector

Michaela Kelly

Full report

Information about the setting

Bamford Pre-School a long-established setting that re-registered in its current premises in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Methodist School Rooms in Bamford, Derbyshire and operates from two rooms. There are enclosed areas available for outdoor play. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, and one holds level 2. The pre-school opens every weekday during term time only. Sessions are from 9am until 12noon. Children attend for a variety of sessions. There are currently 21 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.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use observation and assessment effectively to track children's progress, focusing on the precise planning of the next steps in their learning and development
- ensure the key-person system supports children every day and provision is made for supporting children's learning in the absence of their key person
- ensure that the arrangements for supervisions are strengthened so that each staff member receives support and targeted coaching to improve their personal effectiveness.

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

- develop the processes for monitoring and evaluating the planning and assessment arrangements for children, ensuring they are accurate, up to date and targeted to meet the individual needs of each child.

Inspection judgements

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

Staff gain a good understanding of children's starting points by completing an information form with parents and carrying out initial observations. Staff compile information about children's learning through 'wow' moment observations and photographs, which enables them to make an assessment of their ongoing learning and progress. Parents are given the children's learning records each term to read and make comments about their child's

learning, building strong relationships and effective partnerships. Staff offer an appropriate level of support, enabling children to make choices about their play and developing their independence. The setting is well resourced with equipment that supports development in all seven areas of learning. The children show a strong bond to their key person, being confident in their conversation and questioning. The child's key person plans activities for children each term; however, these are not effectively targeted and the children's next steps are not clear. Therefore, in the absence of the key person, this is not sufficiently supported.

Progress checks for children between the ages of two and three years are completed, which are shared with parents and relevant professionals. The staff team provide a positive role model in their interactions with children and each other. As a result, children play cooperatively with each other, displaying positive relationships. Children are encouraged to be independent by setting out the snack table and serving themselves obtaining the skills, attitudes and dispositions they need to be ready for starting school. The setting forges strong links with the local school with weekly visits to the Reception class to choose a story sack. The setting uses the school playground, and teachers visit the pre-school's events regularly. The staff also prepare the learning record for the teacher to outline where the children are in their learning. As a result, the children are familiar and comfortable in the school environments and are well prepared for their first day. Children's imagination is supported by the staff, for example, the children are queuing up on their bicycles at the petrol pump where the staff member is filling them up with petrol, taking money and counting until the bicycle is full from empty. Staff ask some open-ended questions to develop children's critical thinking, for example, 'What fuel do you think goes in?'

The staff recognise children's efforts, responding positively to what they say and offering praise and encouragement, which builds their self esteem. Children routinely take part in a show and tell time linked to the letter and colour of the week. Each child brings in an object and is excited to share this with the group. The staff are responsive to what they say and praise children for their contributions, building confidence in communication. Children enjoy time in the outdoor area on a daily basis. They make use of the growing area, where there are strawberries, chives and radishes, along with the top playground and the school yard which is adjacent to the pre-school. Creativity is supported in the craft room, which offers children resources, such as sand, water, paint, glue. This room operates on a free-flow basis so children can access this throughout the session. The setting does not currently have any children on roll with special educational needs and/or disabilities or who speak English as an additional language, but demonstrates where they have done this effectively in the past. For example, they supported a child with hearing impairment by seeking advice and training and ongoing assessments of the provision.

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

Children benefit from the close relationships they develop with staff, feel secure and enjoy their time at the pre-school. Staff offer flexible settling-in visits and allocate a key person once a natural bond has formed, ensuring the child feels secure and comfortable. Staff use this time to gather useful information from parents about children's likes and dislikes,

completing the settling in form. Older children go on visits to the local school weekly, where they encourage children to develop relationships with their new teachers and other children. As a result, children are emotionally well-prepared when they move onto school.

Staff at the pre-school are caring, warm and attentive to the needs of the children, listening to what they have to say, comforting them sensitively when they become upset and guiding them positively throughout the session. The children have a close bond with one another as they play cooperatively together with the large train track. This demonstrates a nurturing culture where children enjoy each other's company. Staff are effective role models as they are polite and respectful, and they use appropriate strategies to support learning. Staff use positive language to promote good behaviour. For example, acknowledging children's contributions and praising their achievements appropriately throughout the day. The indoor environment is set out well with a suitable range of appropriate equipment accessible, enabling children to make choices, which encourages them to become confident learners.

The children have access a variety of spaces for their outdoor activities, which include a growing area and a yard. The pre-school, with consent from the teachers, can also use the school playground next door. The staff support the children with their safety outdoors offering helmets for the bicycle and talking about safety during play. Children's understanding of good health is suitably promoted. For example, children wash their hands prior to eating and after outdoor play. The pre-school offers a range of healthy snacks for children, which are prepared fresh each session, and discussions around healthy eating develop children's understanding of how to keep themselves healthy. Furthermore, opportunities are provided for children to set the table and serve their own food. Children have plenty of opportunities to be physical, both indoors and outdoors. On many occasions this is free flowing, which helps to promote their physical skills.

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

The provider has taken positive actions to correct the issues raised at the last inspection. A planning and assessment system has been implemented, ensuring children's learning is routinely monitored and evaluated. The key person sends home the children's learning records so parents and carers can become more involved in their child's learning. Snack is now rotated to include healthy options and produce grown in the pre-school garden, supporting children in being healthy. The planning system, however, does not effectively meet the needs of the children as their next steps in learning are unclear. Staff have completed safeguarding training and demonstrate a sound level of understanding about their role to protect children in their care. They know the procedures to follow if they are concerned about a child's welfare. The setting has a mobile phone and camera policy which is implemented effectively.

The committee have a safer recruitment policy, induction and vetting checks to verify suitability to work with the children. This includes qualifications, identity and clearance checks. Consequently, children are suitably protected. Staff are now further supported through appraisals and supervisions to improve their practice. However, this is not

effective in highlighting specific development and support requirements, in order for them to be fully effective. Staff have paediatric first-aid training, equipping them to deal with issues that may arise.

The learning and development requirements are understood by the manager, and staff have a good understanding of the needs of their key children. However, monitoring systems are not robust enough, resulting in inconsistencies in supporting children's learning. Planning of activities is not sharply focused on individual children's next steps to ensure all children make consistently good progress in their learning. Children's progress is tracked to ensure all groups of children are developing well and highlight any areas of concern. The setting is just introducing an electronic system to make the process easier and more informative. The pre-school has undertaken training in using the Early Childhood Environmental Rating Scales to support them in developing the setting further. The pre-school has a detailed self-evaluation document which has taken the views of staff and parents into consideration and highlights areas of improvement. Staff supervise children effectively, ensuring their safety through risk assessment and effective deployment.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY264709
Local authority	Derbyshire
Inspection number	860623
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	21
Name of provider	Bamford Pre-School Playgroup Committee
Date of previous inspection	19/05/2011
Telephone number	07591 979 051

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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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