

# Bassingham Pre-School

Bassingham Primary School, Lincoln Road, Bassingham, LINCOLN, LN5 9HQ

## Inspection date

19/11/2014

Previous inspection date

10/09/2008

## 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

- Children are making good progress. Staff effectively observe, assess and plan for children's individual learning. This ensures they are challenged to reach the next stage in their development.
- The key-person system supports good relationships with both children and their parents. As a result, children form secure attachments with staff and their emotional and care needs are well met.
- Good partnerships with the host school benefit children. Consequently, children gain the confidence needed to support them well as they progress to school.
- Everyone is committed to safeguarding children and fully understands their roles and responsibilities and the procedure to follow should they have any concerns.

### It is not yet outstanding because

- Whole group activities do not always fully support all children. For example, they are occasionally too long. Consequently, some children become distracted and less involved in their learning during these experiences.
- On occasions, some children are interrupted in their play. This is because staff do not always organise snack time to maximise opportunities for children to remain deeply involved in their 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.

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 observed activities inside and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the manager of the pre-school, the staff and the children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the pre-school's self-evaluation and improvement plan.
- The inspector took account of the views of parents spoken to on the day.

## **Inspector**

Sharon Alleary

## Full report

### Information about the setting

Bassingham Pre-School was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built classroom attached to Bassingham Primary School, Lincoln and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from one main room and there is an enclosed area available for outdoor play. The pre-school employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications; one at level 6, five at level 3 and one at level 2. Sessions are each weekday from 9.15am to 3.15pm. Children attend for a variety of sessions. There are currently 58 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 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:

- make the most of group activities to ensure that all children are consistently well supported, for example, by organising the children into smaller groups or reducing the length of the activity, in order to keep them fully engaged and eager to learn
- enhance children's play by ensuring that they have more uninterrupted time and opportunity to play, explore and become deeply involved in activities, for example, by having a less structured time for snack.

## Inspection judgements

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

Teaching is good overall. Staff have realistic expectations of the children. They understand that children learn best when they are active, and through purposeful play. Consequently, children are, for the most part, motivated and active learners. Parents complete 'all about me' questionnaires when their child first starts pre-school to provide staff with valuable information regarding children's needs and interests. Staff plan for a balance of adult-guided opportunities and enhancements to the environment. Children are regularly observed and their next steps in learning are clearly identified. Staff have good knowledge of each child and their current interests. This means that children are challenged in their play and fully supported to achieve their next steps in learning. Procedures for monitoring individual children's development are effective in tracking the progress they make over time. Staff are familiar with the progress check for children between the ages of two and three years and complete this when necessary.

Staff place toys and resources so that they are easily accessible, which helps children to focus and become deeply involved in their chosen activity. However, the organisation of morning snack time interrupts children's flow of play, their concentration and enjoyment. Despite this, children prepare for snack time and sit well at the table, engaging in conversations about their families. During small world play with the farm, staff ask 'what do you think cows like to eat?' Therefore, staff's effective use of open-ended questions supports children's thinking and understanding. Staff play alongside children as they explore and investigate seeds. They demonstrate how to fill and empty containers. Children copy, and as a result, they are developing their fine motor skills. Mathematics is incorporated into everyday events. For example, children count one to 19 at register time to check the number of children. Trips and outings to the church and local shops enable children to experience the local community. Children thoroughly enjoy the outdoor area and their learning and development is promoted all day as children can move freely between the indoor and outdoor environments.

On the whole, most children benefit from the adult-guided sessions, for instance, whole group singing time and small key-group activities. However, sometimes these are too long and some children lose interest and concentration, therefore, gaining little from the experience. Children with special educational needs and/or disabilities are very well supported, as staff work closely with parents and outside agencies to identify and meet their needs. The special educational needs coordinator for the pre-school is dedicated to identifying children's individual needs early and subsequently beginning early interventions to ensure those children who may need extra support receive it in a timely manner. The manager and staff work hard to promote good relationships with parents and this positively impacts upon the children as they benefit from continuity of care and learning between home and the pre-school. Parents are kept well informed of their children's progress and next steps in learning through regular opportunities to take home the learning records. In addition, parents continue to be informed and contribute towards their children's learning through the communication diary. Consequently, parents are successfully engaged in all aspects of their child's learning.

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

Children and their families are warmly welcomed into the calm, nurturing environment. As a result, relationships between staff and families are good. Children are happy, settled and emotionally secure within the pre-school. The designated special educational needs coordinator works with the key person to provide good support for children with special educational needs and/or disabilities. They act promptly and efficiently on advice from parents and other specialists to provide activities to meet children's varying needs. Flexible settling-in procedures ensure that children gradually become familiar with key persons, routines and their new environment, which supports them well in the transition from home to the pre-school. Children can see wonderfully well-presented examples of their work hanging from the ceiling, and this gives them a sense of belonging.

Children learn about expected levels of behaviour from the positive role modelling of staff and from each other. Children's behaviour is good because staff provide clear boundaries. Staff work sensitively supporting children who require extra support in learning about

what is expected of them. Positive words of encouragement and praise are regularly used, which helps children to feel good about themselves. Children are fascinated by the Year 6 children from the host school who visit to help with snack time. The older and younger children interact harmoniously. As a result, solid friendships and relationships are building and consequently, children's personal, social and emotional development is encouraged and supported. Children learn to use the toilet independently and they know they need to wash their hands after using the toilet in order to prevent the spread of infection. Staff go to great lengths to make sure that children with food allergies are protected and kept safe. The furniture and surrounding floor are thoroughly cleaned after snack and lunch to ensure the environment remains sanitised and free from threats to children's health. There is a good focus on outdoor play and this enables all children to benefit fully from lots of fresh air.

An emergency evacuation plan is in place and fully understood by staff. Regular fire drills are practised with the children, ensuring they are familiar with the procedure and raising their awareness and understanding of how to stay safe. The seven areas of learning are represented through resources that are accessible and open-ended so they can be used, moved and combined in a variety of ways. Children are confident and make independent choices in their play. They show good levels of care towards toys and resources, carefully placing items in their correct storage places during tidy-up time. As the pre-school is based on the school site, this provides some good opportunities for children to become used to the school environment. This eases the move for children when they progress up to school. Pre-school children visit the main school once a week. This provides opportunities for children to become familiar with their new teaching staff and school environment, supporting a seamless move when they transfer to different settings.

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

Leadership and management are good. The manager works closely with the committee and her staff team. The manager is a very good role model and values the varying individual skills of the staff team. Staff are knowledgeable of their responsibility to safeguard children. They know how to look out for signs and symptoms of abuse and can refer any concerns appropriately. Staff are aware of the whistle-blowing policy and the restriction on the use of mobile phones and cameras. Children's safety is given high priority. Staff endeavour to provide a safe and secure environment for children through regular risk assessments and daily checks. All staff are trained in first aid, ensuring that treatment for minor injuries or accidents is accessible to all children at all times. Therefore, as a result of the measures in place, very effective steps are taken to minimise risks, keeping children safe and secure.

Clear consideration is given to keeping children safe within the pre-school. This is supported by thorough policies and procedures that are understood well by staff and are implemented effectively to protect children. Effective recruitment procedures for vetting and assessing the suitability of staff are implemented, followed by an induction for new staff. This further supports children's safety in the pre-school. The manager works directly with her colleagues and the children. She monitors the way the staff work with the

children and the children's assessment records. This ensures that all children receive a consistent approach in their care and learning. In addition, staff receive regular supervision meetings to discuss individual personal needs and training requirements. The manager has a training matrix that gathers information regarding staff knowledge and skills, and this clearly identifies relevant training. Staff are encouraged to enhance their knowledge and understanding of good practice by attending courses that benefit themselves and the children.

The manager is well qualified, which contributes to promoting children's learning because she recognises good quality practice and this supports the effective promotion of children's achievements over time. The whole-group tracking system that is currently being implemented enables the manager to identify any specific groups of children that may not be making expected progress. This means they can improve learning outcomes for all children. The manager sends out parent questionnaires and also listens to the views of children and staff to inform the pre-school of priorities for improvement. Current plans focus on developing the already good outdoor space. The manager maintains close contact with the committee. Staff are effective in developing close partnerships with parents and carers to fully meet the individual needs of the children. Parents state they are happy with the standard of care and learning their children receive. They confirm children are making good progress and they comment, 'Nothing is too much trouble'. Information is shared with parents through good quality information boards, newsletters and ongoing chats. Effective partnerships with external agencies and other providers are well established and contribute securely to meeting children's needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	253561
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	866759
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	58
<b>Name of provider</b>	Bassingham Pre School Committee
<b>Date of previous inspection</b>	10/09/2008
<b>Telephone number</b>	01522 788920

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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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