

Bosham Community Pre-School Playgroup

Brooks Lane, Bosham, Chichester, West Sussex, PO18 8LA

Inspection date	08/12/2014
Previous inspection date	09/09/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend	2	2
The contribution of the early years provision to the well-being of children	3	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 thoroughly enjoy their time at the pre-school. Children of all ages are happy and confident owing to good relationships with staff.
- The children are welcomed into a warm, friendly setting, where they are valued and included, so are ready to learn.
- A very good partnership between the pre-school staff and the parents ensures they share key information between them, which helps the staff meet children's individual needs.
- Children feel safe and secure in the nursery and arrangements for safeguarding the children are robust.
- Children benefit from their time at the pre-school and enjoy their learning, progressing well in the play environments provided by staff.

It is not yet outstanding because

- The educational programme for mathematics is not as effective as it could be to maximise children's learning.
- Staff do not always use skilful questioning techniques to maximise and extend children's learning.

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 held discussions with the manager and talked with staff and children.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector observed activities in the indoor and the outdoor learning environments.
- The inspector took account of the views of parents spoken to on the day.
- The inspector invited the manager to carry out a joint observation.

Inspector

Alison Large

Full report

Information about the setting

Bosham Community Pre-school Playgroup is a committee run pre-school, which opened over 30 years ago and registered with Ofsted in 2001. It operates from a local church hall in the village of Bosham, in Chichester, West Sussex. There is an enclosed area for outside play. The pre-school is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The pre-school opens five mornings a week during term time only, from 9am to 12pm, with a lunch club operating until 1pm. There are currently 21 children in the early years age range on roll. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are six members of staff employed to work with the children, five of whom have appropriate early years qualifications.

What the setting needs to do to improve further

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

- extend the educational programme for mathematics making sure rich, varied and imaginative experiences are planned for this area to help ensure all children make rapid progress so they are extremely well prepared for school
- extend children's learning further through discussions and asking questions to encourage them to think more.

Inspection judgements

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

Staff make the pre-school a welcoming environment for the children, who move around freely and use a wide range of activities and resources. They quickly settle into the session and can independently make choices about their play. During creative play, children can experiment with glue, and help themselves to scissors and paper to make things, learning through exploratory play. Staff use some very good teaching methods to support and challenge children's learning. For example, staff help children to sound out and trace the letters of their name during early-writing activities. They give lots of praise and encouragement for children's emerging writing skills, which in turn, greatly boosts children's self-esteem and confidence, preparing children well for school. However, in mathematics, staff miss opportunities to encourage children to count and use numbers in a variety of ways or to use early mathematical language during activities. Therefore, children's progress in mathematics is not as effective as in the other areas of learning, and this is reflected in the children's tracking sheets.

Children enjoyed playing in the role-play area, which had been turned into a Christmas area, with presents, a Christmas tree and different Christmas dressing up clothes to wear. Children use their imaginations and create role-play games, excitedly talking to their friends and using the different resources in their play. They chatted about what they were doing and had fun stacking the sleigh with presents. Staff are nearby to offer support when needed. Staff sit with children and most engage in conversations with them well. For example, there were discussions about Christmas and things that children have been doing at home. However, some staff were less confident to question and use discussion to extend children's learning further during activities. The staff make observations and collect photographic evidence to include in each child's progress record. Staff use this information to track children's progress in the different areas of learning, and to identify any gaps in children's development. The manager monitors the records effectively and the planning for children's learning is based on the children's interests and needs; there are learning objectives and identified challenges linked with children's individual ages or stages of development. Generally, this ensures each child makes good progress towards the early learning goals. All children enjoy good opportunities to choose, participate and become independent in their play.

The staff have implemented the progress check for two-year-old children successfully. All documentation is in place and shared with parents. Parents are kept well informed about the life of the pre-school through the notice boards and daily chats to staff. They state they have seen their children make very good progress since starting.

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

Children are secure and safe in the pre-school and feel a sense of belonging, fostered by consistent care from staff and excellent resources. A good key-person system is in place, where staff take special responsibility for particular children. This enables children to develop trusting relationships and to help children to be ready for the next stages in their learning. Children are happy and confident, as staff are sensitive to children's individual needs. Staff promote children's independence well, in preparation for school. They develop skills, such as putting on their own coats and shoes, pouring their own drinks and helping to tidy up. Children have access to a wide range of stimulating toys and materials, some of which are stored accessibly to allow children to freely choose, promoting children's independent learning well.

Children are learning about good hygiene routines as staff remind them to wash their hands before eating and after using the toilet. Good systems are in place to inform staff of any health or dietary issues the children may have. The parents provide a good variety of healthy fruit and vegetables for snack. The staff keep thorough records of accidents and any medication administered. Good systems are in place for behaviour management. Children behave well, are learning to share and take turns. They learn the pre-school rules and respond to staff when they are reminded that running indoors is not safe. Staff are good role models and ensure children know right from wrong. Children develop positive relationships with each other and interact well together. They know what staff expect of them and are confident to make choices and decisions. Children enjoy fresh air and

exercise daily as they may choose to use the outdoor environment throughout the session, all-year round. Staff foster opportunities to develop children's physical skills well. Children ride a range of wheeled toys and can learn to climb, balance and catch. The outside play area has a good range of resources to stimulate the children's interests and provide lots of opportunities for learning and enjoyment. The children particularly enjoy riding the bikes and playing with the 'stop' and 'go' signs. Staff help the children to settle when they first join the pre-school. Good relationships have developed with the local schools to help the children have a successful move into school. Staff support the children well as they develop their independence and gain the skills needed to be ready to move on.

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

Children benefit from staff that work very well together as a team and share a commitment to improvement. Staff prioritise safeguarding children. They undertake training in safeguarding and have a very good understanding of safeguarding procedures to follow should they have any concerns. Clear procedures are in place for the recruitment and vetting of new staff and this ensures all adults working with the children are suitable to do so. Thorough risk assessments are completed for the pre-school and staff make the required daily safety checks to ensure that children can play safely. Equality and diversity is promoted well and the staff offer an inclusive environment. Systems to monitor the provision to identify the pre-schools strengths and areas for development are implemented, which ensures continuous improvement of the pre-school. A comprehensive range of policies and procedures are followed to help ensure that staff meet children's welfare needs.

An excellent partnership between the pre-school staff and parents means they share key information between them. Staff keep parents fully informed about daily routines and the activities their children have taken part in. Parents express confidence in the standard of care, communication and their children's preparation for the future. Parents spoken to during the inspection, explain that the, 'Lovely and 'Caring' staff help their children make good progress. The information displayed in the entrance area helps to keep parents fully informed about the life of the pre-school. They are encouraged to contribute to their children's progress records and become involved in the sharing of the children's learning and development. The pre-school has systems in place to link with other providers, where children attend more than one setting, to aid the continuity of children's care between provisions.

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	113382
Local authority	West Sussex
Inspection number	817034
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	21
Name of provider	Bosham Community Playgroup Committee
Date of previous inspection	09/09/2010
Telephone number	07766485637

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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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