

Bircotes Pre-School

Serlby Park 3-18 Business and Enterprise College, Whitehouse Road, Bircotes, Doncaster, South Yorkshire, DN11 8EF

Inspection date	18/12/2014
Previous inspection date	27/02/2009

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

- The educational programmes ensure all children's individual needs are met. Also, that parents are involved in their children's learning. As a result, all children make good progress in their learning and development.
- Children develop good communication and language skills. This is because staff use a range of effective teaching strategies that support all children, in particular those who speak English as an additional language.
- There are a good range of organised management systems in place to monitor and run the pre-school, including ensuring that all staff can effectively safeguard children. This is because the leadership and management are continually striving to be outstanding.

It is not yet outstanding because

- The management team do not have effective enough systems in place to support staff to develop their teaching practice from good to outstanding.
- Children's extended thinking time and time to consolidate their learning, are sometimes interrupted due to an ineffective turn-taking strategy, which is used.

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 in the indoor and the outdoor learning environments.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of staff and parents spoken to on the day.
- The inspector held meetings with the management team.
- The inspector checked evidence of suitability and qualifications of staff and committee members.
- The inspector sampled documents, including children's development records, the setting's self-evaluation form and improvement plans.

Inspector

Julie Fowler

Full report

Information about the setting

Bircotes Pre-School was registered in 1990 on the Early Years Register. It is situated in the Bircotes area of Nottinghamshire and is managed by a voluntary management committee. The pre-school serves the local area and is accessible to all children. It operates from one main playroom and there is an enclosed area available for outdoor play. The pre-school employs nine members of childcare staff. Of whom, eight hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.30am until 3pm. Children attend for a variety of sessions. There are currently 37 children attending who are in the early years age group. The pre-school 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 those 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:

- provide a more focussed level of supervision and training for members of staff to develop their teaching practice from good to outstanding
- adjust strategies in place for turn taking, to ensure children always have extended time to think and consolidate their learning.

Inspection judgements

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

Children make good progress in their learning and development. This is because the educational programmes are good, effectively implemented and understood by all staff. Parents contribute to an initial assessment of their children prior to starting at the pre-school. This supports staff to plan for children's further learning without delay. Consequently, children have access to appropriate activities that are tailored to meet their development needs, therefore, they make good progress. Regular observations of children's learning take place, which are then used to plan for the next steps in their learning. These accurate and effective observations are used to monitor children's progress, including through the progress check completed between the ages of two and three years with parents. As a result, any gaps in children's development are swiftly identified and planning is implemented to support their development further across all areas of learning.

Children see print and number in their environment, which further supports their development, in particular their communication skills. Communication and language skills

are supported to a high standard in the pre school. A lead language practitioner provides targeted support for communication development. Children regularly take part in activities that promote listening to and forming different sounds, including rhyme and initial sounds in words. For example, during an interactive story activity, staff pause and emphasise 'l' for 'lion'. As children listen and copy the sound, they effectively learn to segment words and are, therefore, well prepared for reading in the future. Children's communication is also supported with the use of Makaton sign language. All staff use this regularly throughout the day. This supports children to communicate with each other, especially when English is not their first language. As a result, all children make good progress in their communication and language development.

Teaching is good. Staff are skilled at promoting children's development through effective questioning that develops their thought processes further and encourages them to try new things. For example, as children dig in the mud, staff question what might happen next and offer sensitive guidance to maintain their focus and further develop their concentration and imaginative skills. However, a newly introduced turn-taking procedure using a sand timer, does not promote children's extended thought processes and consolidation of prior learning. This is because children's learning is interrupted. Consequently, this process is not highly effective in best supporting children to develop some of the characteristics, which they need to learn. The pre-school support children with special educational needs and/or disabilities to a high standard. They involve external agencies and work closely with parents, to ensure a seamless provision for children's continued progress.

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

Children form good attachments with staff. This is because an effective key-person system is in place and staff ensure that they know the children well. They sensitively support children's emotional needs, for example, by offering cuddles when needed. As a result, children are emotionally secure in the pre-school, therefore, they feel safe. Staff understand that children need to learn essential skills for the future. For example, children are supported to put their own coats on when going outside and to wash their own hands before healthy food options are given at snack time. They are supported to understand risks, such as why they cannot ride a scooter down a steep hill. As a result, children learn to develop essential skills for the future well, including keeping themselves safe, healthy and being independent.

Children's behaviour in the pre-school is good. This is because they understand the rules and boundaries, which are effectively maintained by staff. For example, as two children want the same toy digger, staff effectively support them by providing two diggers and joining in the play taking place. Consequently, children learn to play cooperatively and build relationships with each other. Children have free access to an environment that is well thought out, well resourced, and designed to meet the needs of all of them who attend. They have access to a large outdoor space with provision for all weather use. As a result, they learn to make their own choices, be independent and develop good relationships with other children and adults.

Arrangements for times of change, such as starting at the pre-school or moving onto school, are good. Effective systems are in place to ensure that children's emotional needs are met during these times. For example, staff share picture books about children's new schools and invite teachers to visit the pre-school to meet them. Good induction processes are in place when children start at the pre-school, which supports an effective settling-in process for the children. This is all because staff understand children's emotional needs during times of change. As a result, children are well prepared for starting pre-school and they are emotionally ready for the move to school.

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

The management has a good system in place to ensure that children are safeguarded well. This includes training all staff in how to recognise signs of child abuse and the reporting systems in place. As a result, children's safety is well planned for, staff understand what to do in the event of a concern, consequently, their needs are met. The pre-school is monitored on a regular basis for hazards, which are kept to a minimum due to effective risk assessment processes. These include ensuring that all the necessary checks are in place to make sure adults involved with the pre-school, are suitable to be in contact with children.

The management team understands their responsibility to deliver the Early Years Foundation Stage. This includes ensuring all statutory requirements are in place and effective. Also, that children have access to a good range of opportunities to support their learning and development. The team is motivated and continually strives to be outstanding, with planning for progress in place. Consequently, the team is organised, know their priorities for the future and provision for the children is good. Children's learning and development are monitored closely by the management team. As a result, children's learning and development needs are known, planning for play is implemented well and all of them make good progress. Management supervise staff on a regular basis. However, these supervision systems are not yet focused enough to provide an outstanding level of coaching and training. As a result, staff are not effectively supported to develop their good teaching strategies to be outstanding.

Partnerships with parents and other professionals are good. This is because the management understand that children learn and develop to a higher level when communications between home, the pre-school and other professionals are effective. Parents make positive and complimentary remarks, including how they feel welcome and included in their children's learning. As a result, children and families needs are known and met to a good standard. Also, support is swiftly accessed, when needed, in this friendly and approachable pre-school.

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	253086
Local authority	Nottinghamshire
Inspection number	866682
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	37
Name of provider	Bircotes Pre-School Committee
Date of previous inspection	27/02/2009
Telephone number	01302 759222

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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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