

# Barbara Rose Pre-School

St Paul's Church Hall, Landford Way, Bournemouth, Dorset, BH8 0AZ



## Inspection date

27 January 2015

Previous inspection date

13 January 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider has not informed Ofsted about changes to individual members in the committee or a change to the nominated individual. It is a requirement to do so.
- At times, staff do not organise small-group activities effectively to take into account all children's differing needs. This means while children are trying to listen and join in a letters and sounds activity, other children are singing, which distracts the children.
- Staff do not make the most of opportunities to increase children's understanding of shape, size and measure to extend their learning further.

### It has the following strengths

- Staff interact with children in a warm and caring manner; as a result, children form positive relationships, which promotes their emotional well-being effectively.
- Staff assess and monitor children's progress effectively and are quick to identify when children need additional support. Staff link closely with parents and outside agencies to ensure children receive the support they need so that all children progress well.
- Children benefit from the stimulating, well-resourced environment that provides them with a good range of learning experiences. This encourages children to independently explore and investigate, promoting their active learning.
- Staff work together well to support children's safety and welfare. Ongoing risk assessments enable staff to identify and minimise risks to children, such as when builders are working on the premises.

## What the setting needs to do to improve further

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

- improve knowledge and understanding of the Early Years Foundation Stage with regard to notifying Ofsted of any change to the individual members of the association and the nominated individual.

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

- review organisation of group activities to support all children's needs fully and enrich their learning experiences
- strengthen the use of mathematics in activities and routines to help raise children's awareness of shape, size and measure further.

### Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside, and the layout of resources to encourage child-initiated play.
- The inspector completed a joint observation with the manager of the pre-school.
- The inspector looked at documentation including a sample of children's assessment records, planning, and staff suitability records.
- The inspector talked with some staff, parents and the manager.
- The inspector looked at the systems used to evaluate the pre-school, including the recently introduced improvement plans.

### Inspector

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## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide interesting and stimulating play activities that promote children's learning and development effectively overall. All children have an allocated special person who liaises with parents to find out about children's individual needs and interests. This enables staff to support children from the start and as a result, children settle quickly. Staff support children's communication skills well. They plan small-group activities to focus on specific aspects of children's learning, such as sounds and letters. At times, this is not effective as other groups of children sing and have snack nearby, which is distracting. Children have good opportunities to play and explore. Staff introduce counting in activities to develop children's understanding of number. However, they do not always extend children's learning further by incorporating shape and positional language, such as with the tubes and cars. Parents receive regular updates from staff about their children's achievements.

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

The play environment is safe and welcoming. Staff organise resources effectively to enable children to make choices about their play. They encourage children to learn to do things for themselves, such as putting on their coat and boots when going outside. As a result, children develop good independence, preparing them for moving to school. Children enjoy physical play activities inside and outdoors promoting their good health. Staff interact with children in a warm and caring manner and children have positive relationships with others. Staff follow familiar routines, such as using a bell to get children's attention when it is time to tidy up. Children cooperated well and staff praised them saying, 'Fantastic tidying up!' This helps boost children's confidence and self-esteem.

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

The management committee have a suitable understanding of their responsibilities. They have appropriate policies and procedures to support children's good health and to protect children's safety and welfare. However, they have not informed Ofsted about changes in the committee to enable suitability checks to be done, which is a requirement. The manager recognises the importance of providing this information without delay. Staff are clear of their roles and responsibilities. The manager uses suitable systems to evaluate the provision and to monitor staff practice. Training, such as on letters and sounds, has improved how staff promote children's literacy skills. Staff have established good working relationships with parents, other early years providers and external agencies so that all children receive good support in their care, learning and development.

## Setting details

<b>Unique reference number</b>	100499
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	835582
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Barbara Rose Pre-School Playgroup Committee
<b>Date of previous inspection</b>	13 January 2009
<b>Telephone number</b>	07967318180

Barbara Rose Pre-school registered in 1991. It is a committee run group, which operates from a church hall in Throop, on the outskirts of North Bournemouth, in Dorset. The group has use of two rooms within the church and access to toilets and a kitchen. There are three enclosed gardens to the side of the hall. The pre-school is registered on the Early Years Register. There are currently 65 children on roll. The pre-school receives nursery funding for children aged two, three and four years. The pre-school cares for children who learn English as an additional language and children with special educational needs and/or disabilities. It is open Monday to Friday from 9am to 3pm during term time only. The pre-school employs 20 members of staff, including the manager. Of these, most have appropriate early years qualifications and two of the staff have qualified teacher status and one staff member has early years professional status.

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