

# Stoke Gifford Pre-School

Poplar Rooms, North Road, Stoke Gifford, Bristol, Avon, BS34 8PE



## Inspection date

10 March 2015

## Previous inspection date

23 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff teach the children well. They build on children's own ideas and interests to encourage children to think, explore and learn.
- Children enthusiastically participate in a wide range of activities both indoors and outside that help them learn in all areas of learning.
- Children are well-cared for. Staff are attentive and make sure children are kept safe.
- Older children are well-prepared for school. They listen intently to stories, follow instructions and demonstrate good levels of independence.
- Children play very well with one another. They collaborate in their games, share resources and communicate effectively.
- Leadership is effective. Managers and committee members work together and ensure the setting meets the requirements of the Early Years Foundation Stage.

### It is not yet outstanding because:

- Staff do not make best use of information about children's progress. They do not know enough about whether some groups of children, such as boys, need more support with their learning and development.
- Leaders have recently started to observe staff to check the quality of teaching. This is only just beginning to make a positive difference to improving staff practice.

## What the setting needs to do to improve further

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

- improve systems of assessment further so the progress of groups of children is accurately tracked and effective action is taken to help all children reach their full potential
- develop the quality of teaching further by continuing to make effective use of regular performance monitoring and observation of staff practice.

## Inspection activities

- The inspector observed children's play, activities and routines indoors and outside.
- The inspector looked at a range of documentation, including children's assessment folders, evaluation and improvement planning, support visit records, and recruitment information.
- The inspector spoke with children, parents, staff and leaders.
- The inspector carried out a joint observation with one of the managers.

## Inspector

Susan Mann

## Inspection findings

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

Children do well in their learning. Almost all children have reached expected levels of development and some are exceeding these. Staff have accurate knowledge of children's abilities because they make regular and detailed assessment of what children can do. They use this information to plan what each child needs to learn next so children progress at their own pace. Staff are skilful teachers. They seize on teaching and learning opportunities that arise through children's play. When children showed an interest in magnetism, for example, staff followed their lead, exploring the magnetic properties of the environment. The development of children's communication skills is given high priority by all staff. Staff listen attentively to what children have to say. They converse with children throughout the session, holding informal conversations and asking meaningful questions about what children are doing. Children listen very well to stories, such as 'Baby Banana'. They are confident to offer suggestions or predictions about the story. These listening and participation skills help children to be ready for school.

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

Children develop their self-confidence at the setting. They know and follow the rules and routine of the session. Children behave well and are considerate to one another. Staff are good role models for children to follow: they are kind and friendly which provides a cheerful atmosphere. Children's emotional and physical needs are met well. Staff are always on hand to provide praise, encouragement and support. Snack-time and outdoor play are managed well and these improve children's physical development. Staff explain risks and dangers clearly and so children learn how to stay safe in the sessions, including walking carefully across the car park to access the outdoor areas.

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

Leaders have taken effective steps to remedy weaknesses raised at the last inspection. Now the management committee members are known to Ofsted and suitable checks have been made. This, together with a good understanding of child protection policies and procedures, ensures the promotion of children's safety at the setting. General supervision procedures ensure staff are supported in their role and receive appropriate feedback and training opportunities. The setting recently introduced the practice of observing how staff teach and work with children as a means of encouraging reflection and improving practice. This system is working well but is in the early stages of implementation and yet to make much difference. Managers check the quality of observations and assessment records. However, the setting has yet to fully implement analysis of how well groups of children are progressing. This means they do not have a clear overview of whether any groups, such as boys or girls, need extra help to do as well as the rest. Parents have meaningful opportunities to give their feedback through committee membership, parent questionnaires, and regular meetings with staff. There is good planning for improvement based on accurate self-evaluation.

## Setting details

<b>Unique reference number</b>	136089
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	1007737
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Stoke Gifford Playgroup Committee
<b>Date of previous inspection</b>	23 April 2014
<b>Telephone number</b>	07772546321

Stoke Gifford Pre-School opened in 1973 and is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is open from 9.15am to 12.15pm daily during school term. The pre-school offers funded early years education for two-, three- and four-year-olds. The pre-school is managed by a committee of parents and is located in the South Gloucestershire village of Stoke Gifford. The pre-school employs five members of staff. All hold a relevant level 3 qualification. One of the managers is a qualified teacher.

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