

Buckles and Bows Pre-School Nursery

Holy Family RC Primary School, Ongar Hill, Addlestone, Surrey, KT15 1BP



Inspection date

25 March 2015

Previous inspection date

29 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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The new manager and staff team have worked tirelessly to make improvements since the last inspection. As a result, teaching has now improved and children make good progress in their learning.
- Children learn exceptionally well, both inside and outside. Staff have thoroughly reviewed the layout of activities. Many improvements to the daily routine have had a positive impact on the quality of children's learning.
- Children develop important skills which help them become ready for starting school. They are independent, have good self-confidence and form positive relationships with adults and children.
- Good support is in place for children who have additional learning needs. Staff work well with other agencies and parents to ensure each child's needs are clearly understood and planned for.
- The pre-school provides a safe, welcoming and exciting place for children to learn.

It is not yet outstanding because:

- Systems to check how well groups of children learn, such as boys and girls, or those who speak English as an additional language, are still in the early stages.
- Links with some local schools have not yet been fully established.

What the setting needs to do to improve further

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

- make better use of records of children's development to monitor how well different groups of children, such as boys and girls, or children who speak English as an additional language, make progress in their learning
- develop the links in place with local schools to ensure relevant support is in place to help children be ready for starting school.

Inspection activities

- The inspector observed the quality of teaching and how this supports children's learning, both inside and outside.
- The inspector talked to staff about how they plan for children's individual learning needs and looked at assessment records.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector looked at a range of documentation, including safeguarding policies, the complaints log, improvement plans, and staff training records.
- The inspector talked to the pre-school manager about how she makes improvements within the pre-school.
- The inspector gained the views of parents present on the day of inspection and discussed the improvement plans for the pre-school with representatives of the management committee.

Inspector

Jo Caswell HMI

Inspection findings

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

The promotion of children's learning is now good. The combination of skills and expertise of the newly-appointed staff team has significantly improved the quality of teaching. The outside area is now being used particularly well to extend children's learning. Activities are well-presented and are based on children's interests. For example, staff have responded to children's interests in Book Week and extended this to explore a range of favourite books and stories. This has led to some very creative activities and children's imaginative play. Good provision is offered to support children's writing, especially boys, in the outside area. Staff utilise every opportunity to encourage children to write for a purpose and practise forming letters and writing their names. Staff teach children well. They carefully observe what children are doing and know when, and when not, to interact to extend children's learning. New tracking systems mean staff closely monitor the progress individual children make in their learning. However, procedures to check that different groups of children are learning as well as each other are still in the early stages.

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

There is a very happy atmosphere within the pre-school. Children arrive enthusiastically and form very positive relationships with staff who care for them each day. There are good opportunities for children to become increasingly independent. They take care of their own needs; they choose their own activities and develop good levels of confidence. Children are consistently interested in activities as they are planned carefully to build on children's interests. Consequently, children concentrate well and remain focused and engaged in their learning. These skills help children to become ready for starting school and for their future learning.

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

Considerable improvements have been made since the last inspection. Despite only being in post since November last year, the new manager has made many positive changes. Parents praise these changes and note the many improvements that are now being seen. This includes providing far more information to parents about children's learning. Staff have worked together well to quickly identify where the priority improvements need to be made and take relevant action. Good support has been provided by the local authority to accelerate improvements. Staff development is now being given the necessary priority and training needs are beginning to be addressed through the new supervision and team meeting programme. The manager regularly monitors the quality of practice and together with her supportive deputy manager, accurately reviews staff development needs. Good systems are in place to keep children safe and staff clearly understand their role in protecting children. Partnerships with the adjoining school are good and this helps to prepare children for the next stage in their learning. However, links with other schools in the area still need developing.

Setting details

Unique reference number	119956
Local authority	Surrey
Inspection number	1007594
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	45
Name of provider	Buckles and Bows Pre-School Nursery Committee
Date of previous inspection	29 April 2014
Telephone number	01932 827556

Buckles and Bows Pre-School Nursery registered in 1992. It is located on the site of the Holy Family Catholic Primary School in Addlestone, Surrey. The pre-school operates during term time only, from 9.00am to 12.00pm and 12.45pm to 3.15pm, Monday to Friday. A lunch session runs from 12.00pm to 12.45pm each day. Children can also stay all day from 9.00am to 3.15pm. The pre-school is registered on the Early Years Register. There are currently 45 children in the early years age range on roll. The pre-school supports children who have special educational needs and/or disabilities and children who are learning English as an additional language. It receives funding to provide free early education for children aged two, three and four years. A team of six members of staff are employed to work with the children. In addition, two learning support assistants work with individual children. The deputy manager holds a degree in early years.

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