

Bishop Ian Ramsey Pre-School



Bishop Ian Ramsey C of E School, Manor Road, Consett, County Durham, DH8 6QN

Inspection date

13 April 2015

Previous inspection date

29 September 2011

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|----------------------------------------------------------------------------------------|----------------------|------|---|
| | 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 | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- The quality of teaching is good because staff plan a balance of adult-led and child-initiated activities to cover all seven areas of learning. As a result, children show engagement, motivation and excitement throughout their play.
- Staff regularly observe and assess children to recognise their achievements, identify their next steps in learning and track their development. Therefore, all children make good progress.
- Children behave well because they fully understand the boundaries and expectations within the pre-school. Staff act as positive role models and use regular praise and encouragement, which ensures children feel valued and respected.
- The manager and staff are well qualified and attend relevant training to further their professional development. This means they fully understand and implement the requirements of the Early Years Foundation Stage.
- Staff have a good understanding of how to effectively safeguard children. They successfully implement a range of written policies, procedures and risk assessments. This means children's welfare is protected as they are provided with a safe and secure environment.

It is not yet outstanding because:

- Occasionally, staff do not fully maximise opportunities to extend children's mathematical skills throughout their activities.
- Monitoring and evaluation systems have not yet been fully developed to enable staff to reflect on their already good teaching practice.

What the setting needs to do to improve further

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

- enhance the already good practice in teaching children about mathematics by further developing opportunities for them to count and use numbers throughout their everyday play
- strengthen the systems for monitoring and evaluation of teaching practice, for example, by introducing peer observations to further enhance children's learning.

Inspection activities

- The inspector viewed all areas accessed by the children including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the pre-school room.
- The inspector carried out an interview with the manager, and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of children, parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Inspection findings

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

Staff successfully promote children's learning as they provide them with a wide variety of fun and interesting experiences. Children develop their technology skills and coordination as they comfortably use the computer. They are eager to participate in group time activities, where they sing and use actions to familiar songs. Children have access to a good range of resources, which enables them to make independent choices. Staff effectively support children's communication and language skills as they interact well with them and engage in constant discussion. They use good questioning techniques and ensure children have enough time to respond, which develops their critical thinking and problem solving skills. This means children become confident communicators as they are encouraged to express their own ideas and gain the skills needed for their future learning. Children learn about mathematics as they fill and empty containers and staff talk about colour, shape, size and weight. However, staff do not always encourage children to count or use numbers, for example, when taking part in sand play, threading activities or when using the outdoor area. Parents are well informed about their children's learning and development. Staff actively encourage them to give feedback on children's assessments and progress summary reports. Parents comments include, 'My child has progressed leaps and bounds' and 'Staff are great and my child loves coming to pre-school'.

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

Children form secure attachments and develop strong relationships with staff because there is an effective key-person system. As the pre-school is small in size, staff know all children extremely well. This means children are confident within their surroundings as they are happy and settled, even if they are new to the setting. Children are very familiar with the daily routine and have a good sense of self and belonging. Staff create a warm, friendly and welcoming environment, which effectively promotes children's emotional well-being. Children thoroughly enjoy playing in the outdoor area and take part in weekly football sessions to ensure they are physically active. Staff have established good links with local primary schools, which ensures children are well prepared for the next stage in their learning.

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

The manager and staff work together to monitor and evaluate the educational programmes to ensure children are progressing well in their learning and development. Self-evaluation is effective to enhance future learning opportunities for children. This shows a good commitment to continuous improvement. Performance management systems are in place and staff are supported as they attend appraisals, supervisions and team meetings. However, there is now scope to strengthen these systems. For example, by introducing peer observations to enable staff to evaluate and reflect on their daily practice. Staff have developed good partnerships with parents and other professionals, including the local authority, which ensures children's individual needs are met.

Setting details

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|------------------------------------|----------------------------------------|
| Unique reference number | 314061 |
| Local authority | Durham |
| Inspection number | 868179 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 3 - 5 |
| Total number of places | 15 |
| Number of children on roll | 30 |
| Name of provider | Bishop Ian Ramsey Pre-School Committee |
| Date of previous inspection | 29 September 2011 |
| Telephone number | 01207 566 947 |

Bishop Ian Ramsey Pre-School was registered in 1999. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including the manager who has a qualification at level 5. The pre-school opens Monday to Friday, during school term time. Sessions are, from 8.30am until 11.30am and 12.30pm until 3.30pm. The pre-school receives funding for the provision of early education for three- and four-year-old children.

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