

# Bracebridge Heath Pre School



Bracebridge Heath St. Johns Primary School, Grantham Road, Bracebridge Heath,  
LINCOLN, LN4 2LD

## Inspection date

27 April 2015

Previous inspection date

2 December 2008

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Good	1 2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Staff are very enthusiastic, knowledgeable and actively support and extend children's learning in planned activities and in self-chosen play. As a result, all children make excellent progress in relation to their starting points.
- Staff make optimum use of the inspirational and stimulating environment to provide rich, varied and imaginative learning experiences. Consequently, children are highly motivated, eager to learn and make exceptional progress towards their next stages in learning.
- Children's progress is meticulously recorded and assessed. Staff very quickly identify any additional support needed, and encourage parents to work with them to support their children. This means that any gaps in children's learning and development are closing rapidly.
- Staff place a very high emphasis on keeping children safe. They have an excellent understanding of how to protect children. Stringent safeguarding and child-protection procedures ensure all children are kept extremely safe within the pre-school.
- Staff have excellent relationships with other providers, sharing regular information about interests and next steps in learning. This collaborative approach means that children have continuity in their learning, which makes them feel secure and emotionally prepared for learning.
- The manager is dynamic and highly reflective. She identifies areas to improve and evaluates and plans continually for improvement in the pre-school, which has a very positive impact on children.

## **What the setting needs to do to improve further**

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

- consider how outstanding practice can be more swiftly shared with new staff in order to ensure the exceptionally high standards of practice are continually maintained.

### **Inspection activities**

- The inspector observed activities in the playrooms and the outdoor area.
- The inspector held discussions with the chair of the committee and the manager.
- The inspector sampled documentation regarding planning and children's progress.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents and children spoken to during the inspection.

### **Inspector**

Kathy Kilner

## Inspection findings

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

Staff at this busy and vibrant pre-school are extremely motivated and committed to providing high-quality learning experiences for the children. Their superb knowledge of how children learn facilitates progress in all seven areas of learning. All parents are actively involved in their children's learning. Regular parents' evenings, or appointments if they cannot attend, ensure that staff and parents regularly share information about children's development. Staff offer an abundance of exciting activities to choose from, resulting in children being inspired to learn. Adult-led activities are fun, but planned to provide meaningful learning. Children explore numbers on cards and put them in the correct order. They are invited to find the numbers on bean bags and throw them onto the card with the same number. Staff say the number as they do this, which means that children learn the shape and name of the number. Children listen intently when told that the game is going to get, 'a bit tricky', ready and waiting for a challenge. Children have plenty of time to develop in their own play. For example, the sensory garden is a magical environment that sparks children's curiosity and creativity. Children find treasure and they explore and discuss their similarities and differences. Staff successfully support all of their theories and investigations. They seamlessly consolidate and extend learning using excellent teaching methods. Staff skilfully ask questions that develop children's ability to come to their own conclusion. Children understand that they are learning while at the pre-school, which is preparing them well for their move to school and life-long learning.

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

Children's self-esteem and confidence are high. This is because staff place great emphasis on meeting their emotional needs. Staff develop children's confidence by fostering their independence. Children tidy away resources at the end of a session, with minimal input from staff. This is because the children have been taught how to use resources and to have respect for them. Children's behaviour is exemplary. This is because they benefit from very clear and consistent messages about positive behaviour, which all staff reinforce effectively. Children attending more than one setting are well supported as staff share information and visit the other setting to see how the children are developing there. This is meeting children's individual needs and promoting their emotional well-being.

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

The quality of leadership is outstanding. The manager is passionate about ensuring that ongoing improvements have a positive impact on the children. She facilitates excellent opportunities for staff to widen their skills and expertise through extensive training. The manager regularly observes the quality of teaching, but does not always ensure exceptional practice is swiftly shared, particularly with new staff. Robust monitoring of assessment, both for individuals and groups of children, ensures children receive the relevant help and support they need.

## Setting details

<b>Unique reference number</b>	EY368966
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	857931
<b>Type of provision</b>	Sessional 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>	54
<b>Name of provider</b>	Bracebridge Heath Pre-School Committee
<b>Date of previous inspection</b>	2 December 2008
<b>Telephone number</b>	01522569666

Bracebridge Heath Pre School was registered in 2008. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications, three at level 3 and two at level 2. Two staff have completed an early years foundation degree and one has Early Years Professional status. The pre-school opens Monday to Friday. Sessions are from 9.05am to 12.05pm and 12.05pm to 3.05pm during school term time only. The nursery provides funded early education for two-, three- and four-year-old children.

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