

# Bo Peep Pre School

The Methodist Church Hall, High Street, High Littleton, BRISTOL, BS39 6JD



## Inspection date

20 May 2015

## Previous inspection date

18 June 2010

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		Outstanding	1
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

- The staff demonstrate a thorough knowledge of the Early Years Foundation Stage. They teach with confidence and support children's progress well. The areas of learning are set up effectively. The varieties of activities introduced by adults or started by children are skilfully adapted to meet the individual needs of all children.
- There are well-established partnerships with parents, which make strong contributions to meeting children's needs. Staff work well with external agencies to ensure that all children receive the appropriate intervention, if needed. Connections are strong with the local authority and school, which effectively support children's move to school.
- Staff have a robust knowledge of child protection issues and safeguarding concerns, meaning they are clear on the procedures to follow to protect children's welfare. Children learn and develop in a safe and secure environment. Staff use robust and effective teaching skills to support children's understanding of their own safety.

### It is not yet outstanding because:

- There is scope to enhance the high quality supervision of staff so that children's progress is maximised to the optimum.
- Staff have varied skills in asking questions that need more than 'yes' or 'no' answers. This means children are not consistently encouraged to build on their rapidly developing critical and creative thinking skills.

## 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 high quality supervision of staff by introducing peer observations so that children's progress is maximised to the optimum
- enhance staff understanding of effective open-ended questioning (questions that need more than a yes or no answer) so children learn to think more creatively and critically.

### Inspection activities

- The inspector observed children at play indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a wide range of paperwork including policies, the self-evaluation form, risk assessments, staff suitability documents and children's learning journals.
- The inspector discussed the provision with staff, children and parents at appropriate times throughout the inspection.
- The inspector sought the views of parents through discussion and questionnaire comments.

### Inspector

Shirelle Norris

## Inspection findings

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

Children happily play in all areas of the provision due to the positive adult interaction they receive. Staff actively listen to, and take a genuine interest in, what children say and do. For example, staff engage children in conversations at group times. However, during some activities with younger children, staff do not take all opportunities to use effective questioning for children to consider different ideas. This does not fully support children to think critically and solve problems. Staff teach early mathematics throughout the day through routine counting, ordering and comparing. They use their training to confidently promote learning. For instance, there are highly effective plans and delivery of activities to promote early reading skills. Furthermore, strong links with parents mean that there is good preparation for the children's next stage of learning, such as school.

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

Staff support children to feel secure and comfortable with routines, and to have close relationships with their key person. Children are settled and content because all staff provide a caring and nurturing environment that promotes children's emotional well-being effectively. Excellent settling-in methods ensures that stability and promotion of emotional security is paramount. As a result, children are motivated to learn and encouraged to be active learners. Staff teach about healthy lifestyles through cooking, growing and consistent reminders to children. They use every opportunity to discuss the importance of exercise, good food and hygiene practices. Children learn to be independent and confident. Staff vary their teaching methods to enable all ages and differing abilities to achieve. They use training on effective communication strategies, such as sign language and visual timetables, to help children understand routines and acceptable behaviour. Consequently, children's behaviour is very good. This ethos is consistent throughout the pre-school, resulting in rapid progress in personal, social and emotional development for all children.

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

Leadership is very good and focused improvement plans are in place to secure continuous improvement. The self-evaluation process takes into account the views of staff, parents and children. Staff are very well motivated in their continuous professional development and are continually seeking ways to improve. Performance management systems, such as supervisions, are in place; however, there is scope to improve the high quality supervision through the introduction of peer observations so that children's progress is maximised to the optimum. The manager has clear progress reviews in place to support children's achievements over time. As a result, children make good progress at this provision.

## Setting details

<b>Unique reference number</b>	133010
<b>Local authority</b>	Bath & NE Somerset
<b>Inspection number</b>	840936
<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>	28
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Bo Peep Pre School Committee
<b>Date of previous inspection</b>	18 June 2010
<b>Telephone number</b>	07971914659

Bo Beep Pre School registered in 1976. It operates from High Littleton Methodist Church Hall in the village of High Littleton, near Bath. The pre-school is open during school term times on Monday, Tuesday, Wednesday and Friday from 9am until 3pm. The pre-school is in receipt of funding for two-, three- and four-year-olds. The setting supports children with special educational needs and/or disabilities. Six staff are appropriately qualified in childcare.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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