

# Bramcote Pre School Playgroup

Bramcote Memorial Hall, Church Street, Bramcote, Nottinghamshire, NG9 3HD



## Inspection date

20 May 2015

Previous inspection date

8 November 2011

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

## Summary of key findings for parents

### This provision is good

- Staff take great care to create an interesting learning environment, both indoors and outside. As a result, children participate in a good range of play and learning experiences that reflect their individual interests.
- The well-qualified staff team have good teaching skills and use them effectively. This enables children to make good progress in their learning and development.
- Managers and staff develop strong partnerships with parents and professionals, to ensure that children's needs are met well. Parents are well informed about their child's progress. Staff regularly share ideas of how they can support their continued learning at home.
- Staff have realistic expectations of children's behaviour, and consistently praise their attempts and achievements. As a result, children are confident, happy and behave well.
- The pre-school prioritises the safeguarding of children. Managers and staff have a secure understanding of the procedures to follow, should they have a concern about a child in their care. They implement regular risk assessments and ensure the premises are safe for children.

### It is not yet outstanding because:

- Arrangements to track children's progress are not yet fully effective in enabling managers to accurately identify any gaps or trends in learning.

## What the setting needs to do to improve further

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

- build on systems to track children's progress and analyse information, in order to precisely identify and address any gaps and trends in their learning.

### Inspection activities

- The inspector observed activities in the main playroom and outside, and spoke to children and staff when appropriate.
- The inspector viewed all areas accessed by children, including the outdoor environment.
- The inspector carried out a joint observation with a manager.
- The inspector looked at children's assessment records and planning.
- The inspector met with managers, and looked at a range of policies and procedures, and checked evidence of staff suitability and qualifications.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

### Inspector

Claire Jenner

## Inspection findings

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

Staff have a secure knowledge of how to promote children's learning. They make detailed observations of children during their play. Staff use this information, alongside their knowledge of children's interests, in order to successfully plan for their next stage in learning. Staff complete regular assessments of children's achievements, however, these arrangements are not yet fully effective. This means that managers are not always able to accurately monitor and check for any gaps or trends in children's learning. Staff are responsive to children's discussions and promote their language well. They use skilful questions and challenge their thinking through activities. For example, during role play they talk about plans for a barbeque, and at story time consider what will happen next. Children enjoy exploring the texture of oats, comparing the difference between wet and dry. Staff introduce new words to children to enable them to describe how things feel, for example, when handling oats. Outdoors, children work together as they use tubes and crates to make chutes. They show a strong sense of satisfaction as they race toy cars from the top to the bottom. Overall, children are gaining the skills to support their future learning.

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

The key-person system is effective, and settling-in procedures are flexible to meet the needs of individual families. Children form close attachments with staff and are settled and secure. Staff teach children about the importance of a healthy lifestyle. They enjoy playing outside and participating in trips to the local park. Therefore, children benefit from fresh air and have opportunities to develop their physical skills. The pre-school allotment provides children with opportunities to learn about healthy food choices as they grow and pick their own fruit and vegetables. Staff teach children good hygiene routines, which help children to manage their own self-care and minimises the spread of germs.

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

The management and staff have a secure knowledge and understanding of the Early Years Foundation Stage. They work well together as a team, and use their skills to help and guide each other. Management support staff effectively, through individual supervision meetings, which helps to identify staff training needs. They continually evaluate their practice and set targets for improvement. This helps to ensure children make good progress. Very effective partnerships with other professionals ensure a consistent and joined-up approach, to support individual children's specific needs, especially those with special educational needs and/or disabilities. Staff have established strong links with other early years providers, in order to complement children's learning at other settings and when they move on to school. Parents report that they are very happy with the service provided, and that staff effectively meet the needs of their child.

## Setting details

<b>Unique reference number</b>	253115
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	866690
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	50
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Carole Jacques & Karen Lilian Morley Partnership
<b>Date of previous inspection</b>	8 November 2011
<b>Telephone number</b>	0773 9047616

Bramcote Pre School Playgroup opened in 1965. The pre-school supports children with special educational needs and/or learning disabilities and children who speak English as an additional language. The pre-school operates Monday to Friday, from 9am to 3pm, during term times. Children attend for a variety of sessions during the week. In total, there are 11 staff, 10 of whom hold relevant childcare qualifications. One staff member has completed an early years degree.

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