

# Bratton Fleming Pre-School Community Interest Company



Bratton Fleming CP School, Station Road, Bratton Fleming, BARNSTAPLE, Devon, EX31 4SB

<b>Inspection date</b>	22 June 2015
Previous inspection date	7 July 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

- Children make good progress and are motivated to learn because staff plan activities that are in tune with their interests. As a result, children are deeply involved in their play and learning.
- The manager and staff have a good understanding of their responsibilities to keep children safe. Staff know the safeguarding procedures to follow, should they have any concerns about a child.
- Partnerships with parents and other settings are good. Staff use successful strategies to engage parents and other settings to promote children's learning at the pre-school.
- Staff support children with special educational needs and/or disabilities well. They work very effectively in partnerships with parents and other professionals to identify and use a range of approaches to promote development.
- The manager, committee and staff continually evaluate their practice. They effectively identify aspects for improvement to support the ongoing development of the pre-school.

### It is not yet outstanding because:

- Children have to wait for periods during the day while staff organise what comes next, which, at times, affects their behaviour.
- Staff do not always manage group activities effectively, such as cooking, meaning there are not always enough resources and too many children trying to take part.

## What the setting needs to do to improve further

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

- develop the organisation and management of daily routines so that children can quickly move onto the next activity
- review resources and group sizes during some activities, enabling all children to engage and fully take part.

### Inspection activities

- The inspector observed staff and children inside and outdoors.
- The inspector spoke with the manager and staff of the pre-school and the head teacher of the primary school.
- The inspector sampled documentation including policies, staff qualification certificates, self-evaluation and children's learning journeys.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with some parents to gain their views on the day of inspection.

### Inspector

Katherine Lamb

## Inspection findings

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

Staff have a good understanding of how young children learn. They regularly observe children and track their progress, so that they can effectively identify children's next steps in learning. This supports children to make good progress. Staff interact positively with the children. As a result, children engage easily in conversations and play well together. Children enjoy a wide range of activities that develop their pre-writing and literacy skills, such as writing their names and thinking of words that rhyme. Staff carry out small group work with children to help them develop their speech and concentration. Children describe how different objects feel and match the items to photographs to develop their understanding of similarities and differences. Children count together in their play, showing confidence with numbers. They also enjoy reading and listening to stories, as well as singing songs, which further supports their communication.

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

Staff give children praise for their efforts, which promotes their self-esteem. In addition, photographs and displays celebrate children's achievements. This provides them with a sense of belonging and pride. Staff have consistent expectations of children's behaviour and support them well to develop positive attitudes and key skills. As a result, they are ready for the next stage in their learning. Staff support children well to become independent in managing a range of self-care tasks. For example, children wash their hands, select fruit and pour their own drinks. Children regularly play outdoors and engage in physical activity. They also have shared play sessions with the school reception class and teachers. This, combined with shared lunchtimes at the school, helps to prepare children very well for their move on to school.

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

The manager has a secure knowledge of the requirements of the Early Years Foundation Stage. She and her staff have a strong commitment to improve, including promoting their professional development. All staff have regular appraisals and attend training. This results in a knowledgeable staff team, who understands how children learn. For example, staff attended training on communication. They have since reviewed the provision to eliminate background noise, making it easier for children to listen. As a result, children's needs are met, and staff remain enthusiastic in their duties and interactions. The manager suitably monitors children's development and the staff team supports this through tracking children's progress at staff meetings. Parents speak highly of the pre-school. They say children are happy and that staff share good information about their children's progress.

## Setting details

<b>Unique reference number</b>	EY422560
<b>Local authority</b>	Devon
<b>Inspection number</b>	832799
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Bratton Fleming Pre-School Community Interest Company
<b>Date of previous inspection</b>	7 July 2011
<b>Telephone number</b>	07855878166

Bratton Fleming Pre-School is managed by a Community Interest Company. It registered in 2011 and operates from a new purpose-built setting closely situated to the Primary School in Bratton Fleming Village, Devon. The pre-school opens from Monday to Friday from 8am to 5.30pm during term time only. The pre-school provides funded early education for children aged two, three and four years old. There are four staff employed to work with the children, along with two regular bank staff; all have early years qualifications at level 3. The pre-school also has an administrator.

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