

Bagshot Pre-School

Methodist Church Hall, Jenkins Hall, Bagshot, Surrey, GU19 5BT



Inspection date

26 June 2015

Previous inspection date

17 February 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not always manage children's behaviour appropriately at group times. At these times, staff do not provide all children with suitably challenging activities, or deploy themselves effectively to meet their individual needs. As a result, some children become disruptive which directly impacts on children's learning.
- There is no written procedure for making complaints and the manager does not have the most recent records of complaints available for inspection. This is a breach of legal requirements.
- Staff do not provide opportunities for children to see print in all children's home languages, to increase their understanding that print carries meaning.
- Some technological resources are not easily accessible to children, to provide them with opportunities to develop their technology skills further.

It has the following strengths

- Staff promote children's communication and language skills effectively. Children gain confidence as staff help them to think for themselves, and they repeat words to teach children new vocabulary.
- Staff support children well to gain independent self-care skills. This helps to prepare them for the next stage in their learning.
- Partnerships with parents are strong. The two-way flow of information provides continuity for children and supports parents' involvement in their children's learning.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all children's behaviour is suitably managed, particularly during group times, to prevent disruption to other children's learning
- ensure a written procedure for making complaints is in place, and a written record of complaints is made available to Ofsted for inspection
- ensure that all children are suitably challenged, and staff suitably deployed, to meet their individual learning needs and for them all to make the best progress possible in all areas of their learning.

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

- review the storage of some of the technological resources, to provide further opportunities for children to strengthen their early technology skills
- increase opportunities for children to see print in the home languages of those learning English as an additional language, to strengthen their understanding that all print has meaning.

Inspection activities

- The inspector had a tour of the areas used by the pre-school.
- The inspector spoke with parents, children and staff to gain their views.
- The inspector examined a sample of documents, policies and children's records.
- The inspector carried out a joint observation with the manager.
- The inspector discussed the self-evaluation process.

Inspector

Alison Southard

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff regularly use observations and assessments of children's play to plan activities, to enable them to make sound progress from their starting points. However, during group times, staff do not always plan suitable activities to challenge all children or to meet their individual needs. This results in some disruption to children's learning at these times. Staff provide opportunities for children to develop their mathematical skills well. For example, staff stand next to large brick towers and discuss whether they are taller than the tower. Staff provide a variety of reading and writing activities that help children prepare well for school. Children have opportunities to see their names and print in the environment, to learn that print carries meaning. However, there is limited print available in the home languages of those children learning English as an additional language. Children have some opportunities to use and develop their technological skills; however, some additional resources are not stored where children can easily reach them.

The contribution of the early years provision to the well-being of children requires improvement

Staff generally model good behaviour. However, during group times, staff are not always deployed effectively to manage disruptive behaviour and help ensure all children behave well. Staff form positive relationships with children. They gather information from parents about children's care and learning needs when they first start, to plan for them from the outset. Staff help children to learn about a healthy lifestyle and talk about the healthy snacks children bring. They provide a variety of activities to teach children about the world around them. For example, children recall their visit to a local farm with enthusiasm. Staff regularly practise the evacuation drill and discuss road safety to help children understand how to keep themselves safe.

The effectiveness of the leadership and management of the early years provision requires improvement

The manager has a satisfactory understanding of how to implement the requirements of the Early Years Foundation Stage. However, she fails to ensure that some of the required paperwork is available for inspection, such as the complaints policy and log. Staff have a suitable understanding of the signs and symptoms of abuse and how to report concerns about a child's welfare. They attend safeguarding training and carry out risk assessments daily to reduce hazards. Recruitment is robust, helping ensure staff are suitable to work with children. The pre-school has effective relationships with external agencies to discuss, identify and obtain support for children's special educational needs. The manager and staff regularly identify areas for improvement. For example, staff recently attended training to support children's mathematical skills and this has had a positive impact on practice. They gain parents' and children's views to help maintain suitable outcomes for children.

Setting details

Unique reference number	119937
Local authority	Surrey
Inspection number	846165
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	34
Name of provider	Susan Michel
Date of previous inspection	17 February 2011
Telephone number	07810 433958

Bagshot Pre-School registered in 1993. It is based in Bagshot, Surrey. It operates Monday to Friday during term times only. Opening times are from 9am to 1pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years old. A total of eight members of staff work at the pre-school; of these, six hold appropriate early years qualifications at level 3. The pre-school has achieved accreditation status with the Pre-school Learning Alliance. The nursery cares for pre-school children with special educational needs and/or disabilities and children who are learning English as an additional language.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

