

Westbury Baptist Pre-School

Reedley Road, Westbury on Trym, Bristol, BS9 3TD



Inspection date

2 July 2015

Previous inspection date

14 January 2011

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		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff have clear and consistent expectations of children and their positive approach to teaching children how to behave means that children's behaviour is good at all times.
- Staff have effective methods in place for working in partnership with parents. As a result, parents and carers are involved in their children's learning and have good opportunities to share their opinions and thoughts about the pre-school.
- Staff and leaders keep children safe as a result of strong care and safeguarding practices, which supports children's well-being.
- Leaders ensure all staff update their skills and knowledge through regular training to promote outcomes for children. For example, staff have developed highly effective strategies for supporting children's speech and language development. As a result, all children, including those for whom English is an additional language, make good progress in this area.
- Teaching is consistently strong, helping all children make good progress in their learning, including those who have special educational needs and/or disabilities.
- Staff prepare children emotionally for starting school through teaching them to be independent learners and to manage their self-care.

It is not yet outstanding because:

- Staff do not provide a wide range of accessible resources to promote children's understanding of similarities and differences between themselves and others.
- Staff do not give children enough opportunities to choose to play outside. This does not promote independence or help those children who prefer to learn outdoors.

What the setting needs to do to improve further

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

- increase the range of accessible resources to promote further children's understanding of similarities and differences between themselves and others in society
- review the organisation of the daily routine to allow children more free choice to play outside to extend children's independence and to promote learning for children who prefer to play outdoors.

Inspection activities

- The inspector held discussions with the manager of the pre-school at appropriate times during the inspection and in a scheduled meeting.
- The inspector observed children's activities and staff teaching inside and outside.
- The inspector looked at documentation, including a sample of children's records, planning and assessment records, and checked the suitability of committee members and staff to work with children.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection, and of the provider's self-evaluation.
- The inspector completed a joint observation with the pre-school manager.

Inspector

Dominique Bird

Inspection findings

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

Staff have a strong understanding of how children learn and use this to plan exciting activities that engage children and meet their interests. As a result, all children enjoy a broad and balanced range of experiences across all areas of learning both indoors and outdoors. Staff carry out observations and use this information to plan activities so that they are relevant and of interest to the children. This approach helps children move on to the next stage in their development. Staff are skilled teachers of mathematics and, as a result, children make strong progress with their mathematical development. Staff promote children's widening knowledge of number, space, shape and measure. Staff promote children's reading and writing skills well. For example, children take part in planned activities where they learn about letters and their sounds. This means that children are keen to learn to read and write and this is good preparation for them for starting school.

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

Settling-in procedures before children start help them to feel confident with staff quickly. Children spend time in the pre-school with their parents and staff, and this helps them to become familiar with the environment, which builds their confidence. Staff interact in a very nurturing way with children. They always take time to listen and they provide reassurance when children feel worried or unsettled. Staff create a stimulating environment indoors and outdoors that they make welcoming for children. In addition, staff plan regular outings to places of interest in the local community. This keeps children stimulated and motivated to learn. Staff ensure the snacks are healthy and well balanced, which supports children's health and physical development. Staff help children to develop good personal hygiene routines, for example, they wash their hands before meals.

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

All staff are clear about the procedures they must follow if they have any concerns about children in their care. Robust recruitment and vetting procedures help to ensure that all staff are well qualified and suitable to work with children. Staff have a secure knowledge of the learning and development requirements. Leaders have responsibility for checking the delivery of the educational programme and for monitoring children's progress, which they do effectively. Staff have good links with local schools and organise activities to prepare the older children for the eventual move into school. The leaders and staff prioritise appropriate areas of development and regularly work with other early years professionals and settings to review and share practice. There are effective evaluation methods in place that allow the staff team to reflect on what is going well and, as a result, there are constant improvements made.

Setting details

Unique reference number	EY252356
Local authority	Bristol City
Inspection number	833046
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	28
Number of children on roll	38
Name of provider	Westbury Baptist Pre-School Committee
Date of previous inspection	14 January 2011
Telephone number	0117 9622338

Westbury Baptist Pre-School was registered in April 2003 and is run by a management committee, most of whom are church members. The pre-school operates from the church hall premises in Westbury-on-Trym, Bristol. Opening hours are 9am to 3pm on Mondays and Thursdays and 9am to 1pm on Tuesdays, Wednesdays and Fridays during term time only. The pre-school employs six members of staff, of whom five work directly with children. All five hold early years qualifications ranging from level 3 and above. Two members of staff are qualified teachers. The pre-school receives support from the local authority.

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