

Bengeworth Pre-School

Bengeworth Church Hall, 8 Broadway Road, Bengeworth, Evesham, Worcs, WR11 1BH



Inspection date

1 July 2015

Previous inspection date

18 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Children make good progress and demonstrate enthusiasm for learning. This is because staff provide them with a good quality learning environment, lots of motivation and activities that interest them.
- Children, including those who are learning English as an additional language, develop confidence and skills in speaking, listening and understanding. This is because staff interact with them well and provide lots of opportunities for children to hear and use language.
- Staff support children with special educational needs and/or disabilities particularly well. They work closely with parents and other professionals to ensure that children's individual needs are known and successfully met.
- Children are protected from harm. Safeguarding policies and procedures are implemented well, and staff know the correct procedures to follow should they suspect abuse or neglect.
- The managers and staff are enthusiastic about what they do and want the best for children. Knowledge gained through qualifications, training and networking with other professionals are successfully used to continually improve the quality of the pre-school.

It is not yet outstanding because:

- Staff do not always obtain precise and regular information from parents about their children's learning and development at home.
- Children do not have the very best opportunities to use, explore and learn about a wide variety of technology.

What the setting needs to do to improve further

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

- strengthen the arrangements for exchanging information with parents, in order to maximise support for children's all-round learning and development
- provide more opportunities for children to use a range of information and communication technology equipment, so that they gain an even greater knowledge and understanding of how technology works and is used.

Inspection activities

- The inspector had a tour of the pre-school premises with one of the managers.
- The inspector observed activities and spoke with the managers, staff and children at appropriate times throughout the inspection.
- The inspector looked at a sample of policies, children's records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the pre-school's self-evaluation.
- The inspector took account of the views of the parents gathered through discussion and from their comments recorded on letters and questionnaires.
- The inspector conducted a joint observation with one of the managers.

Inspector

Carol Johnson

Inspection findings

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

The majority of staff are well qualified and this is reflected in the good quality of teaching. Staff carefully consider the individual needs of children when planning the way that sessions are organised and experiences provided. For example, staff are well aware that many of the older children are due to move on to school. With this in mind, they plan more activities that encourage these children to listen, and to communicate with others in large and small groups. Staff regularly observe children during sessions, and maintain regular two-way communication with parents and other professionals. Parents are asked for comprehensive information about their children's needs and progress on entry to the pre-school. However, staff are less successful in encouraging parents to share what they know about their children on an ongoing basis. Consequently, partnership working is not yet as fully developed as it could be. Children enjoy easy access to a wide range of resources, and show an avid interest in books and stories. They sometimes have access to a computer and often use a digital camera to take photographs. However, there is room to extend opportunities for them to use and learn even more about technology.

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

Children are cared for in a safe and secure environment. Staff are very caring and make all children feel that they are special and valued. The effective key-person system provides them with stability and helps them to form positive relationships with staff and other children. Staff provide children with positive role models to follow and ensure that they know what is expected of them. Consequently, children behave well in relation to their age and stage of development. Children's good health is fostered well. They receive plenty of opportunities for physical exercise and frequently help themselves to water throughout the sessions. Staff and children follow good hygiene routines, and staff regularly talk to children about the importance of a healthy diet. Consequently, children's emotional and physical well-being are effectively promoted.

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

Managers and staff have a clear understanding of the requirements of the Early Years Foundation Stage. They work well as a team and everyone understands their individual and collective roles and responsibilities. Managers successfully monitor and review the quality of teaching and children's progress, and the professional development of staff is effectively supported. Staff regularly observe each other teaching and routinely reflect on the quality and effectiveness of the experiences provided for children. Effective action has been taken to improve the provision since the last inspection. For example, all required documentation is now available for inspection and maintained well. Stronger links have been forged with local schools and staff provide more opportunities for children to develop independence skills. Consequently, children's welfare and progress are better supported, and the pre-school shows a strong capacity for continuous improvement. Parents speak highly of the pre-school and are pleased with the progress their children make.

Setting details

Unique reference number	205252
Local authority	Worcestershire
Inspection number	1013605
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	56
Name of provider	Bengeworth Pre-School Ltd
Date of previous inspection	18 September 2014
Telephone number	01386 421866

Bengeworth Pre-school was registered in 1994. It is run by Bengeworth Pre-school Ltd. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school operates Monday to Friday, term time only, from 9.15am until 12.15pm and from 12.45pm until 3.45pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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