

Bees Knees Boldre Pre-School



Boldre Memorial Hall, Pilley Street, Pilley, Lymington, Hampshire, SO41 5QG

Inspection date

9 July 2015

Previous inspection date

15 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		Good	2
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:

- The nominated person has not informed Ofsted of a change to the committee, as required.
- Cover staff have not attended recent safeguarding training and do not have a robust understanding of safeguarding matters to protect children's welfare fully.
- Managers do not check regularly enough to see if all children and staff know what to do in the event of a fire, for example, by carrying out fire drills.
- Children's good levels of engagement in quiet activities are reduced when outside due to the organisation of them.

It has the following strengths

- The quality of teaching is good. Children benefit from staff's effective planning that builds on their key skills and takes account of their ideas and interests. Staff have developed this aspect well since the last inspection.
- Children develop good relationships with their key person and other adults. They talk very positively about the staff who 'help them' to parents and carers.
- Children develop skills that prepare them well for their move on to school. For example, they help to tidy away, are independent and are effective communicators.
- Leaders support staff well to develop their practice and give staff opportunities to attend training to build on their skills. For example, recent training has helped staff more fully understand the care and development needs of two-year-olds.
- Staff have established good working relationships with parents and external agencies to ensure that all children receive good support in their care and learning.

What the setting needs to do to improve further

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

- provide Ofsted with the information needed to determine the suitability of committee members
- ensure all staff have a robust awareness and understanding of child protection matters to protect children's welfare at all times
- strengthen fire safety procedures to ensure all children and staff know what to do in the event of fire, for example, by carrying out regular fire drills.

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

- develop further the outside area to build on children's already good levels of engagement in quiet activities in all weather conditions.

Inspection activities

- The inspector observed the quality of teaching both indoors and outdoors.
- The inspector talked to children, staff, a committee member and the deputy manager at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector and the deputy manager carried out a joint observation and discussed the ways in which practice in the nursery is evaluated in order to make plans for improvement.
- The inspector looked at children's records, planning documentation, evidence of staff suitability and a range of other documentation, including policies and procedures to safeguard children's welfare.

Inspector

Jacqueline Good

Inspection findings

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

Children make good progress in this welcoming and nurturing environment. Staff are skilled, well qualified and confident in their teaching. This has a positive impact on the children's learning experiences. Children enjoy making independent choices from the variety of resources and activities provided, which motivates them in their play. Children are less engaged in some quiet outside activities because there is little shelter provided. Staff are able to adapt activities to suit different ages and use opportunities to extend children's learning. For example, while younger children develop their balance and coordination as they move around an assault course, staff help older children count the seconds it takes to complete the course. Staff have a strong focus on helping children acquire effective communication and language skills. They engage children well in conversation, supporting them in forming sentences and extending their vocabulary. Comprehensive assessments ensure staff develop children's strengths, identify and address any gaps in their learning, and prepare them well for their move to school.

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

Children are happy, confident and demonstrate a sense of security because of their strong attachments to staff. Staff use constant praise to encourage children, supporting their self-esteem and building their confidence. Children have a good understanding of how to keep themselves and others safe because staff explain the possible consequences of their actions. For example, they discourage children from throwing toys because they could injure others. Children learn to take care of their own well-being. They independently use the bathroom and blow their noses. Children understand what makes a healthy diet and enjoy eating a range of different fruits. Although all staff are aware of the setting's policies for safeguarding children and know how to access them, some part-time staff do not have a secure understanding of safeguarding matters to ensure children's welfare at all times. Staff and children do not always know what to do in an emergency to help them learn to stay safe.

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

Management and staff have a suitable knowledge and understanding of the requirements of the Early Years Foundation Stage. Management identifies needs, develops, evaluates and plans continually for improvement. They have addressed recommendations from the previous inspection. The nominated person has failed to notify Ofsted of all committee changes but has obtained Disclosure and Barring Service checks to assess their suitability. Committee members do not work with the children and there is limited impact on children's well-being.

Setting details

Unique reference number	110064
Local authority	Hampshire
Inspection number	839670
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	24
Name of provider	Bees Knees Boldre Playgroup Committee
Date of previous inspection	15 February 2011
Telephone number	07554184478

Bees Knees Boldre Pre-School is a community group managed by a voluntary committee of parents. It registered in 1992. They operate from Boldre Memorial Hall, in Pilley near Lymington. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. The pre-school is open each weekday, term time, from 8.45am to 12.15pm, with some children staying until 1.15pm for a lunch club. The pre-school employs six members of staff to work with the children, five of whom have appropriate early years qualifications at level 3 and one at level 2.

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