

# Bowerhill Pre-School

Bowerhill Cp School, Halifax Road, MELKSHAM, Wiltshire, SN12 6YH



## Inspection date

15 July 2015

## Previous inspection date

19 March 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

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

- Managers and staff do not always effectively use the information gained from planning and observing children to enhance and extend on children's curiosity and enthusiasm for learning.
- Children are not given sufficient time to respond to questions. This results in missed opportunities for children to extend their thinking skills.
- Managers and staff do not provide children with consistent opportunities and resources to enhance their mathematical learning.
- Managers and staff do not always make the best use of the outdoor area to create a stimulating environment that extends children's learning.
- Managers and staff sometimes miss opportunities to develop children's independence further during self-care routines.

### It has the following strengths

- Managers and staff keep parents informed about activities that children are involved in and how to continue and support children's learning at home. Consequently, all children make satisfactory progress.
- Children relate well to their key person and demonstrate good behaviour. In addition, children with special educational needs and/or disabilities are very well supported. As a result, children behave well and they are confident, happy and settled.
- Effective self-evaluation is in place, which helps managers and staff identify areas for continuous development. For example, since the last inspection all actions have been met. This has helped to improve the quality of provision for children.

## **What the setting needs to do to improve further**

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

- improve teaching to a consistently good quality by ensuring staff use every opportunity to ignite and extend on children's curiosity and enthusiasm for learning
- improve the programme for communication and language by providing children with consistent opportunities to think through their answers and giving children the time they need to respond to questions
- improve opportunities for more able children to extend their interest in using numbers and enhance mathematical skills and resources further.

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

- enhance further the outdoor provision to provide a well-resourced environment to enable children to build, explore and engage in role play
- enhance opportunities to further enhance children's independence and sense of responsibility during their play and activities.

## **Inspection activities**

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and out.
- The inspector met with the manager and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the setting and a range of other documentation, including policies and procedures.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

## **Inspector**

Julie Swann

## Inspection findings

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

Managers and staff observe, monitor and plan a suitable range of activities and experiences for children. However, teaching is not yet consistently good to fully extend on and ignite children's curiosity for learning. For example, children enjoy role play and using resources such as dough, paint, tablet computers and construction blocks. This supports their imaginative and creative development. However, some children quickly become disinterested as, at times, activities lack challenge. Despite this, children receive lots of praise as they develop their early literacy skills. For example, some children independently write their names, and sound out letters when helping to write labels. This means children gain skills in preparation for school. Children have opportunities to develop their communication and language skills. For example, children read books with staff and enjoy recalling favourite stories. However, managers and staff do not give children time to respond to questions and sometimes provide them with answers a little too quickly. Consequently, children do not always have time to think for themselves.

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

Children have a secure understanding of how to keep themselves safe and healthy. Managers and staff provide children with a variety of healthy nutritious snacks and take all necessary steps during group activities to prevent the spread of infection. This helps to support children's well-being. However, opportunities that develop children's independence skills are not maximised. For example, some staff wipe children's noses for them when they could do this for themselves. Children are physically active outdoors where they can choose from a variety of wheeled vehicles, water and paints. However, managers and staff do not provide children with a wider selection of resources to extend on their outdoor play. In addition, children have few opportunities to develop and improve their skills in early mathematics both in the indoor and outdoor environments.

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

Managers and staff have all attended safeguarding training and have a sound knowledge and understanding of safeguarding procedures in line with the Local Safeguarding Children Board. All records are easily accessible and a daily record of children's hours of attendance is maintained. As a result, children are kept safe. The manager monitors the educational programmes and staff performance by working alongside the staff and through effective coaching, training, supervisions and appraisals. For example, managers and staff have

attended relevant courses to promote effective outcomes for children. Managers and staff share information with other settings children attend and value the support they get from the school, local authority and other agencies.

## Setting details

<b>Unique reference number</b>	EY416627
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	1010425
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Bowerhill Pre-School Committee
<b>Date of previous inspection</b>	19 March 2015
<b>Telephone number</b>	07960 821530

Bowerhill Pre-School registered in 2010 and operates within the grounds of Bowerhill CP School, in Melksham, Wiltshire. The pre-school is open Monday to Friday, during school term times, from 8am to 6pm. Of the six members of staff, five have early years qualifications at level 3. The pre-school receives funding to provide free early education for children aged two, three and four years.

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