

# Blue Coat Pre-School Unit & Busy Bees



Blue Coat C of E Primary School, Symn Lane, Wotton Under Edge, Gloucester, GL12 7BD

<b>Inspection date</b>	14 September 2015
Previous inspection date	19 June 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. Managers and staff know children well and how they learn, so they provide interesting and stimulating activities. This results in children making good progress in relation to their starting points.
- Managers and staff encourage and celebrate children's good behaviour. Children show kindness, consideration and respect towards each other. As a result, behaviour is good and children thrive as they are supported to learn right from wrong.
- Partnerships with parents are strong. Managers and staff involve parents in their children's learning and share information regarding children's development regularly. This helps to promote children's learning and development at home.
- Leadership and management are good. Managers and staff have successfully addressed the recommendations raised at the last inspection and use effective self-evaluation systems to celebrate their strengths and identify areas for development.

### It is not yet outstanding because:

- Staff sometimes miss opportunities to challenge and deepen children's thinking during play.
- Children do not always have opportunities to see and refer to print to support their interest and understanding of words and letters during their play.

## What the setting needs to do to improve further

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

- strengthen staff's skills to challenge children's thinking during play
- enhance opportunities for children to increase their interest in printed words and letters, to support their developing literacy skills.

### Inspection activities

- The inspector observed activities throughout the indoor and outdoor play areas.
- The inspector held discussions with the management team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including attendance records, staff suitability checks, self-assessment information, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector undertook a joint observation with the setting manager.
- The inspector took into account the views of parents and carers spoken to on the day.

**Inspector**  
Julie Swann

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Managers have robust recruitment, appraisal and supervision procedures in place. In addition, they monitor the quality of teaching and children's progress regularly. This helps to ensure any gaps in children's learning are closing and interventions sought if necessary. All staff are well qualified. They each have a professional development plan and attend regular training. For example, managers and staff have recently attended specific training for two-year-old children. This has a positive impact on teaching and learning. Partnerships with schools and other providers are strong. Managers and staff take children into the host school regularly to use the hall for physical exercise sessions and they have good relationships with teachers, who visit children in the pre-school environment.

### Quality of teaching, learning and assessment is good

Managers and staff complete regular observations and assessments of children, which include tracking their progress to plan for children's next steps in learning. As a result, managers and staff have a good awareness of children's individual skills, interests and achievements. Managers and staff promote children's communication and language skills. For example, children listened to stories while staff paused to introduce new words such as 'slimy' and 'squidgy', and encouraged children to fill in and make up the missing words. Consequently, they are also able to express their own thoughts and ideas. Children enjoy taking part in a variety of arts and craft activities. For example, they independently painted pictures of leaves for their harvest display. Children demonstrate good levels of concentration. Children have good opportunities to use a range of technology as part of their play and learning experiences. This supports children's understanding of technology.

### Personal development, behaviour and welfare are good

Children form close relationships with their key person, who provides emotional support and comfort as they settle. This helps develop children's confidence, sense of belonging and self-esteem. Children learn to be independent as they serve themselves and pour their own drinks at snack time. Managers and staff teach children about keeping safe, while encouraging them to take appropriate risks and learn how to stay safe. Children benefit from unrestricted access to the outdoor area, where they have a range of opportunities to explore and be physically active. This promotes children's physical well-being. Managers and staff teach children to recognise their own unique qualities and the characteristics they share with others. For example, children visit the local sheltered housing complex to share their nativity play and collect for harvest and local food banks. This teaches children about differences and needs within the wider community.

### Outcomes for children are good

Outcomes for children are good. Managers and staff develop children's understanding of mathematics during play and daily routines. For example, children count and recognise shapes and enjoy recognising and discussing big and small objects as they explore them.

This prepares them well for their future learning when they move on to school.

## Setting details

<b>Unique reference number</b>	510073
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	826227
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Blue Coat Pre-School Unit & Busy Bees Committee
<b>Date of previous inspection</b>	19 June 2009
<b>Telephone number</b>	01453 525022

Blue Coat Pre-School and Busy Bees opened in 2000. The setting operates from premises within the Blue Coat Church of England Primary School in Wotton-under-Edge, Gloucestershire. The setting is open Monday to Friday from 7.45am to 6pm during school terms only. The setting receives funding for free early years education for children aged, two, three and four years. 17 members of staff work directly with the children. Of these, 15 hold appropriate early years qualifications, including the manager who holds Early Years Professional Status.

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