

St Bartholomew's Pre-School

Grimley & Holt C of E Primary School, Grimley, WORCESTER, WR2 6LU



Inspection date

11 September 2015

Previous inspection date

13 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 manager and staff are good teachers. They encourage children who are eager to join in, persevere and want to do well. The manager and staff effectively interact with children, adeptly fostering their understanding and expressive language.
- Children soon settle and enjoy exploring the inviting, well-resourced surroundings where they can help themselves to many toys and resources. Children feel valued and become increasingly confident as their work and efforts are celebrated.
- The manager and staff consistently help children to get on well and encourage their kindness and respect for each other. They often discuss feelings with children and the possible impact of their reactions and behaviour.
- Children confidently move on to school. They already know the school staff, pupils and premises. Staff from the pre-school and school plan regular shared activities, such as Forest School and computer sessions. Children attend school assemblies and special celebrations and they enjoy listening to favourite stories read by pupils from Year 6.

It is not yet outstanding because:

- The manager and staff do not always give parents precise information about their child's stage of development.
- The manager and staff do not always prepare children with communication difficulties for changeover times during sessions.

What the setting needs to do to improve further

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

- involve parents in discussing their children's stage of development and in planning ways to follow up their next steps for learning
- make the most of opportunities to help children who do not understand English or who have speech and language delay to understand and respond to staff's instructions during changeover times in the daily routines.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager who is the provider.
- The inspector held meetings with the pre-school manager and the head teacher of the school. She looked at relevant documentation, such as the self-evaluation form and improvement plans and evidence of the suitability of staff working at the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Rachel Wyatt

Inspection findings

Effectiveness of the leadership and management is good

The committee, manager and staff have made significant improvements since the last inspection. They have effective arrangements for notifying Ofsted of changes to the committee and to ensure new members complete suitability checks. The head teacher of the school, who is the committee chair, has helped the manager to implement robust staff suitability, performance and development procedures. The manager and staff have responded positively to training and advice about the curriculum and effective planning and teaching. They now regularly check children's progress and their teaching is good. Arrangements for safeguarding are effective. The manager and staff attend safeguarding training and understand possible signs of abuse, neglect and other risks to children. They refer to robust safeguarding policies and know what action to take if they have concerns about a child's welfare. Parents are encouraged to ensure their children attend regularly.

Quality of teaching, learning and assessment is good

The manager and staff confidently assess children's abilities and understanding. They accurately plan for children's interests and next steps. They give parents regular feedback about their children's activities and achievements, including completing progress checks for children aged between two and three years. However, parents are not always told about their child's stage of development to make it clear how well they are progressing. Children are happy, purposeful learners. They imaginatively explore and investigate different materials, such as play dough and sand. Children are curious and observant, eagerly describing colours, shapes and features of different fruit and vegetables. Children have a good grounding in early mathematics and literacy. They eagerly use numbers for counting, comparing and simple problem solving. They enjoy books, stories and rhymes and recognise and use some letters and sounds.

Personal development, behaviour and welfare are good

The manager and staff help children to be socially and emotionally ready for school. They encourage children's choices, suggestions and positive relationships. The manager and staff usually ensure children know what is expected of them. However, sometimes children who have speech delay or who do not understand English are unsure about what is happening next. The manager and staff effectively promote children's understanding of how to keep healthy and safe. They help children to independently manage their personal care, good hygiene and getting changed. Children make healthy choices about what to eat and drink. They relish being outdoors and are physically confident and competent. Children safely use apparatus, utensils and tools.

Outcomes for children are good

Children make good progress. They are eager, imaginative and resourceful learners who are ready for school. The manager and staff work well with parents, other agencies and providers to accurately assess and plan for the needs of children with development delay. Additional funding is effectively used to develop staff's knowledge about the needs of the children they are supporting.

Setting details

Unique reference number	205298
Local authority	Worcestershire
Inspection number	999048
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	21
Name of provider	St Bartholomew's Pre-School Committee
Date of previous inspection	13 November 2014
Telephone number	01905 640322

St Bartholomew's Pre-School was registered in 1998. The pre-school employs four members of staff. Of these, three hold appropriate early years qualifications at level 2 or above. The manager has a Foundation Degree in Early Years and a member of staff has Qualified Teacher Status. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.30am until 2.50pm. The pre-school provides funded early education for two-, three- and four-year-old children. Support is provided for children who speak English as an additional language and for children with special educational needs and/or disabilities. There are close links with the school where the pre-school is located.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

