

Bar Hill Pre-School

Bar Hill Village Hall, The Spinney, Bar Hill, Cambridge, Cambridgeshire, CB23 8SU



Inspection date

15 September 2015

Previous inspection date

27 January 2011

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

- Managers and staff evaluate the quality of the provision effectively so that children benefit from high-quality care and learning.
- Effective two-way partnerships with parents, schools and other agencies help to ensure that children have the support they need to make good progress. Parents have a high opinion of the pre-school.
- The key-person system is implemented extremely well, which enables children to quickly build affectionate relationships with staff and feel emotionally secure.
- Teaching is strong and staff skilfully interact with children to question them and develop their ideas. Staff successfully build on children's interests when planning activities and organising the learning environment to enthuse them.
- Children behave well and learn how to share and take turns. They confidently undertake small tasks, such as preparing their snacks, which develops their independence and sense of achievement.

It is not yet outstanding because:

- Not all staff make the most of opportunities to encourage children to think about acceptable risks during their play to enhance their understanding of personal safety.
- The pre-school environment does not fully reflect the diversity of the children who attend.

What the setting needs to do to improve further

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

- provide consistent support for children to broaden their understanding of how to assess and manage risks for themselves
- enhance children's opportunities to learn about and value each other's diverse backgrounds and varied home languages.

Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector observed the quality of teaching and spoke to staff about how they plan for children's progress.
- The inspector observed the children as they played indoors and outdoors. She looked at the premises and the resources available to the children.
- A range of documentation was looked at, including evidence of staff suitability and training, some policies and procedures and children's records.
- The inspector discussed safeguarding arrangements and safeguarding training with the manager, staff and the chairperson of the management committee.
- Discussions were held with a number of parents and their written views and comments were taken into account.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff successfully implement the Early Years Foundation Stage requirements. The arrangements for safeguarding are effective. Recruitment and vetting procedures for staff and the committee are thorough. All staff attend child protection and first-aid training, which helps to keep children safe. The manager and her team review each other's practice and discuss areas for improvement. Training is well-targeted to promote children's good progress. For example, staff attended a workshop that helped them to improve the learning experiences of older boys as they prepared for school.

Quality of teaching, learning and assessment is good

Staff routinely check children's progress to understand how well children are doing. This helps them to promptly identify any gaps in children's achievements and seek appropriate support from other agencies. Speedy identification of children's starting points when they first attend helps staff to effectively support children's good progress. Staff support children's communication and language skills well. They engage children in conversations and provide many opportunities to read stories and sing songs. Children learn about shape and number in fun ways, for example, they draw shapes and numbers with water on the outdoor paving. Staff encourage children to be independent and help with small tasks, such as tidying away. Not all staff provide children with consistent guidance when encouraging them to assess the safety of some activities, such as using the climbing frame or playing with sand.

Personal development, behaviour and welfare are good

Children have a thoroughly enjoyable time at the pre-school. They develop their confidence and play happily together. Staff have recently initiated home visits to enhance their ability to support children's emotional needs from the outset. Children learn to lead healthy and active lives. They play outdoors in the fresh air for much of the time. Even the youngest children help to prepare fresh fruits and vegetables for their snacks. Staff engage them in conversations about the positive benefits of exercise and healthy foods. Staff are experienced in supporting children who speak English as an additional language. However, some opportunities to enhance all children's understanding of each other's languages and diverse backgrounds are overlooked.

Outcomes for children are good

All children achieve well and make good progress in their learning. Older children confidently take care of their personal needs, such as washing their hands and pouring drinks. Children are encouraged to begin to write and recognise their own names. Their understanding of number, shape and size is promoted well. Children are successfully engaged and motivated to learn in readiness for school.

Setting details

Unique reference number	EY338501
Local authority	Cambridgeshire
Inspection number	1027479
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	25
Number of children on roll	37
Name of provider	Bar Hill Pre-School Playgroup Committee
Date of previous inspection	27 January 2011
Telephone number	01954 782 892

Bar Hill Pre-School was established in 1971. It is run as a registered charity and managed by a voluntary committee of parents. The pre-school is open each weekday from 9am to 3pm during school term times. The pre-school employs 11 members of childcare staff. Of these, six staff hold appropriate early years qualifications at level 2 or 3. Three members of staff are currently working towards level 3 qualifications. The manager is working towards a level 5 qualification. The pre-school provides funded early education for two-, three- and four-year-old children. There are children with special educational needs and/or disabilities and children who speak English as an additional language on roll.

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