

Bourton On The Water Preschool



BOURTON ON THE WATER CP SCHOOL, School Hill, Cheltenham, GL54 2AW

Inspection date	16 September 2015
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

- Leaders have a clear focus for the setting. They use effective self-evaluation that includes contributions from children, parents and staff, to see what is working well and what needs to improve.
- Staff use their good qualifications to provide quality teaching that promotes children's learning and development. They plan activities based on children's needs and interests. As a result, children make good progress.
- Staff identify gaps in children's learning and work well in partnership with parents and other professionals to meet children's additional needs. All children receive appropriate interventions to target any gaps so that they make good progress from their starting points.
- Observations and assessments of children's learning are good. Staff provide meaningful opportunities for children. Consequently, children are motivated and eager to join in.
- Staff communicate effectively with children, giving them time to think of responses to questions and follow their own ideas. All children, including those learning English as an additional language, are articulate and confident in their interactions with others.

It is not yet outstanding because:

- Staff do not always give consistent messages to children at group times or when the routine changes, so the children do not know what is expected. As a result, some children continue to play and their behaviour deteriorates.
- Staff do not use the resources in the outdoor play spaces as well as they could to help children learn and develop across all areas of learning.

What the setting needs to do to improve further

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

- provide consistent messages for children so they are always clear about expectations at group times and during routines, to further promote their social skills
- develop further opportunities in the outdoor environment to support children's learning and development in all areas.

Inspection activities

- The inspector observed teaching and the impact this had on children's learning, both inside and outside.
- The inspector carried out joint observations with the manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager of the provision.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Anita McKelvey

Inspection findings

Effectiveness of the leadership and management is good

The manager is well qualified with a good understanding of all requirements. She has secure processes in place for monitoring staff. This helps to ensure training for staff develops their understanding about their roles and improves the quality of teaching. As a result, staff are able to help all children learn and develop well. Safeguarding is effective. All staff know the procedures to follow if they have concerns about a child in order to protect children from harm. The manager has detailed information about children's progress and shares this information regularly with parents. Systems to monitor the progress of different groups of children are working well and show that children entering school are meeting higher targets now than they were two years ago.

Quality of teaching, learning and assessment is good

Staff observe the children to monitor and assess their progress. They teach children mathematics in fun ways, for example, using sausages in the role play to compare sizes and count how many they have in a pan. Staff use favourite stories to encourage children to use their imagination. They then act out the storylines collecting fruit from a basket balanced on a member of staff's head or cuddling up with a toy tiger who has come to visit. Children explore technology using different programs to identify letters and sounds, and to make shapes spin fast or slow. Children learn to operate simple computer programs. start to recognise letters and learn about cause and effect.

Personal development, behaviour and welfare are good

Key persons form good attachments with children. They share information with other professionals to help provide support for children to develop their communication skills and to move on to school. As a result, all children, even those with additional needs, are making good progress with their communication and developing self-esteem, confidence and resilience to handle changes. Children learn to share and take turns. They behave well, overall. Staff promote children's health and well-being; they supervise children well in the outdoor area so that children learn a how to manage risks using wheeled toys or walking across balancing equipment. This develops children's physical skills and teaches them how to stay safe. The setting has a wide variety of resources and stimulating learning environments, overall. Children have control over their learning and can choose activities that usually meet their interests.

Outcomes for children are good

All children make good progress. They are making good progress in their speech and language, and staff use searching questions, encouraging them to think and solve problems. Older children develop early writing skills, using pens and crayons to draw and write on their pictures.

Setting details

Unique reference number	EY466402
Local authority	Gloucestershire
Inspection number	972350
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	48
Number of children on roll	47
Name of provider	Bourton On The Water Primary Academy
Date of previous inspection	Not applicable
Telephone number	01451820458

Bourton On The Water Preschool registered in 2013. The pre-school is situated in the grounds of the primary school in Bourton on the Water village, near Cheltenham, Gloucestershire. The pre-school receive funding for the provision of free early education for children aged two, three and four years old and the Early Years Pupil Premium. The pre-school is open each weekday from 8am until 6pm. There are currently 14 staff working in the setting. The manager holds a level 5 qualification; two staff hold Qualified Teacher Status; one holds a level 7 qualification; one holds a level 4 qualification; five staff hold childcare qualifications to level 3, two hold level 2 qualifications and three are unqualified.

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