

Filton Park Pre School Playgroup

Charborough Road Centre, Charborough Road, Filton, Bristol, BS34 7RA



Inspection date

6 November 2015

Previous inspection date

30 September 2010

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

- All children develop good levels of confidence and independence. They know the routines well and are learning to manage their feelings appropriately.
- Staff develop children's communication and literacy skills well, including those who are learning English as an additional language. For example, staff read stories to children in small groups, which helps children to listen and become involved.
- Staff form good links with parents. Parents are very happy with the way the pre-school is run, and appreciate the structure and routine that staff provide for their children. This helps children feel safe and secure.
- Children thoroughly enjoy learning outside and staff allow them to take appropriate risks to challenge their physical skills safely. For example, children enjoy climbing trees and staff sensitively make them aware of how to keep themselves safe.
- The provider ensures that all policies and procedures are kept up to date. For example, safeguarding policies and procedures are regularly reviewed and updated so they are in line with current guidance and legislation.

It is not yet outstanding because:

- The provider has not fully considered children's needs to rest or sleep during their day at the pre-school.
- The provider and staff are not effectively monitoring different groups of children's progress to identify any further learning needs they may have.

What the setting needs to do to improve further

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

- strengthen assessments of children's learning to develop the monitoring of the overall progress of groups of children
- improve arrangements for children to be able to rest or sleep.

Inspection activities

- The inspector observed activities inside and outside, and assessed the quality of teaching.
- The inspector talked to the children and held discussions with staff at appropriate times during the inspection.
- The inspector carried out a joint observation of staff practice with the manager.
- The inspector looked at a selection of documentation, including children's assessment records, policies and procedures, and evidence of the suitability and qualifications of staff.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

Jennifer Cutler

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are fully aware of their responsibilities to promote children's welfare. They know how to keep children safe from harm so that they can play and learn safely, such as in the garden. Managers evaluate the quality of the provision and understand their role in driving improvement. They have successfully addressed the recommendations set at the last inspection. For example, they have developed resources that promote children's interest in learning. Managers support staff well. They identify staff training needs, and provide regular feedback about their practice to develop their skills and knowledge further. This helps to consistently develop the good quality of teaching and children's learning experiences. Staff form good partnerships with parents, other settings and professionals to promote continuity in meeting children's needs.

Quality of teaching, learning and assessment is good

Staff skilfully use every opportunity to promote children's mathematical, speaking and listening skills. For example, a challenging music activity encouraged children to listen to instruments being played, to name the instruments and to identify how many were being played at one time. Staff use their observations and assessments of children's individual achievements to plan appropriate learning experiences that build successfully on their interests. Children learning English as an additional language make impressive progress. For example, they develop effective communication skills and are confident to express themselves, such as using actions instead of words when needed. Staff make good use of opportunities to teach children. For example, staff ask children questions that help them to think, and talk about colours, shapes and sizes during routines and activities.

Personal development, behaviour and welfare are good

Children make their own choices from the well-organised resources. They learn to manage tasks themselves, such as pouring their own drinks. Children learn about healthy lifestyles through their daily experiences, such as eating healthy snacks and being physically active. Staff promote children's understanding of people different to themselves. For instance, they provide activities and resources that reflect children's different backgrounds, such as dual-language books. Children behave well. Staff provide positive praise to children for their efforts and achievements. Staff respond well to children's needs for any help and support in managing their behaviour, and are sensitive in their approach.

Outcomes for children are good

Children make good progress from their starting points. They are active and independent learners who are well prepared for the next stage in their learning and for school. Funding is used suitably to support children; for example, games have been purchased to help children develop their understanding of taking turns.

Setting details

Unique reference number	135989
Local authority	South Gloucestershire
Inspection number	846450
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	3 - 4
Total number of places	24
Number of children on roll	33
Name of provider	Filton Park Playgroup Committee
Date of previous inspection	30 September 2010
Telephone number	01454 866580

Filton Park Pre School Playgroup first opened in the late 1960s. It is situated in Filton, South Gloucestershire. The pre-school operates Monday to Friday from 9am to 3pm, during term time only. A total of five members of staff work directly with children; of these, one has Early Years Professional Status and four hold relevant early years qualifications at level 2 or above.

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