

# Bassingbourn Pre-school

Stepping Stones Children's Centre, Brook Road, Bassingbourn, ROYSTON,  
Hertfordshire, SG8 5NP



## Inspection date

Previous inspection date

20 November 2015

6 March 2012

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- The nominated person, who is also the manager, has a poor understanding of the requirements of the Early Years Foundation Stage. Ofsted has not been notified of changes to committee members, manager or the nominated person. Ofsted has not been able to carry out the additional required suitability checks for these individuals in a timely manner to assure children's safety.
- The use of self-evaluation is not yet sharply focused on effectively evaluating the pre-school in line with the current inspection framework.
- Staff do not always enhance opportunities for those children who are bilingual to use their home language during play.
- Staff do not maximise the partnership with all other providers where children attend to further support their learning.

### It has the following strengths

- The key-person system enables the dedicated staff team to form secure relationships with children and parents. This empowers parents to contribute to children's care and learning needs.
- Children are active and inquisitive learners. They engage in a wide range of interesting learning experiences that help them develop a good understanding of the world and the wider community. For example, they learn about different occupations, enjoy nature walks and observe the local wind turbine to learn about how energy is generated.
- Staff help children to behave well. They provide them with consistent clear guidance. Children are independent. They wipe their feet without being asked when coming in from outdoors and effectively manage their outer clothing with minimal support.

## What the setting needs to do to improve further

### To meet the requirements of the Childcare Register the provider must:

	Due Date
■ inform Ofsted of the name, date of birth, address and telephone number of any member of the governing body	23/11/2015
■ inform Ofsted of changes to the nominated person	23/11/2015
■ inform Ofsted of the appointment of a new manager.	23/11/2015

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

- review the current system in place to evaluate the effectiveness of all aspects of the pre-school
- strengthen opportunities for bilingual children to use their home language, in order to value the diversity of their backgrounds
- strengthen the partnership with all other providers where children attend, to support their continuity of learning and development.

## Inspection activities

- The inspector observed the quality of teaching during activities in both rooms of the pre-school. She also observed activities outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the pre-school manager, who is also the nominated person. She looked at relevant documentation, including a range of policies and procedures.
- The inspector reviewed how the pre-school uses self-evaluation to continually improve outcomes for children.
- The inspector looked at the evidence of the suitability of staff working in the pre-school and committee members.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Lorraine Pike

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding children are not effective. The nominated person, who also holds the position of the newly appointed manager, has not made appropriate arrangements to inform Ofsted of changes within the required timescale. Furthermore, she has not informed them of changes to committee members. However, Disclosure and Barring Service checks have been carried out on these individuals. Staff have a secure knowledge of how to promptly meet children's needs in the event of a child protection concern. Clear arrangements for staff supervision and opportunities for regular training help to promote good outcomes for all children. The manager reviews the range of learning activities and children's progress. However, self-evaluation methods do not successfully identify breaches in requirements or thoroughly evaluate the effectiveness of all aspects of the current inspection framework. Staff have formed positive working relationships with most other providers that children attend. They have not yet extended this partnership with all providers to further support all children's continuity of learning.

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

The manager and well-qualified staff have a strong drive to enhance children's learning and have a good understanding of how children learn. Overall, the quality of teaching is good. All children engage in stimulating and challenging experiences. Staff promote children's communication and language development very well. They introduce children to new mathematical words that relate to their play, such as sphere. Children's thinking skills are extended as they respond to staff's probing questions. They learn to match quantities of items to numbers. Children develop superb control and coordination as they use tools and their hands to mould dough into different shapes to create facial features. All children have a strong explorative impulse. They have immense fun throwing dry Autumn leaves into the air and experiencing the sensation on their bodies as the leaves fall.

### Personal development, behaviour and welfare are inadequate

Children's safety and well-being are not adequately protected. The pre-school's nominated person does not understand her legal responsibilities. Staff provide children with a wide range of healthy, nutritious snacks. Children demonstrate perseverance as they learn to build and balance wooden blocks. They are motivated to keep on trying, through trial and error, as staff praise them for their genuine achievements. Staff obtain a wealth of information from parents when their child first begins attending. They use this to help children settle quickly. Effective arrangements are in place to successfully support children as they move between rooms. Staff provide good opportunities for children to develop strong physical skills outdoors in the fresh air. Children learn to walk on stilts and use their strength to pull on ropes to operate a pulley system.

### Outcomes for children are good

All children make good progress in relation to their starting points. Effective links with local schools support children as they move on to school. Staff adopt the same teaching methods used within local schools to create a consistent approach to children's learning.

## Setting details

<b>Unique reference number</b>	221917
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	866000
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Bassingbourn Pre-School Committee
<b>Date of previous inspection</b>	6 March 2012
<b>Telephone number</b>	07749 774494

Bassingbourn Pre-school opened in 1970. It operates from two rooms within the children's centre and is managed by a voluntary committee. The pre-school employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above. The pre-school opens from 8.45am until 2.45pm Monday to Thursday, and from 8.45am until 12.45pm on Fridays, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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