

Bridgerule Early Years

Bridgerule C of E VC Primary School, Bridgerule, Holsworthy, Devon, EX22 7EN



Inspection date

7 December 2015

Previous inspection date

28 September 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

- Children make good progress and enjoy a good variety of activities. Staff plan very well to make sure children are challenged, and that activities appeal to their interests.
- Staff use detailed observations of children effectively to identify children's stages of development and to plan for their next steps in learning.
- Children are happy, confident and have good self-esteem. They have good relationships with each other and with staff. Children show through the confident way they communicate with staff that they feel emotionally safe and secure.
- Staff develop good relationships with parents, who feel very well informed about their children's progress. Staff have worked hard to successfully involve parents in their children's learning, and they regularly provide information about learning at home.
- Management and staff ensure that self-evaluation is effective in identifying areas for improvement, and action plans show where progress has been made. Staff changes have been managed well to ensure no disruption to children.

It is not yet outstanding because:

- Some committee members did not complete the process to notify Ofsted of their appointment within 14 days, as required.
- Systems to share information with other settings attended by children are not always effective.
- Children do not always have easy access to resources which will extend and develop their independent play.

What the setting needs to do to improve further

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

- improve systems of sharing information with other settings attended by children
- make sure children can always easily access resources to extend and develop their play.

Inspection activities

- The inspector observed staff and children engaged in activities, indoors and outdoors.
- The inspector spoke to management, staff, parents and children.
- The inspector sampled required documents, including safeguarding procedures.
- The inspector assessed the effectiveness of the learning programme

Inspector

Julie Neal

Inspection findings

Effectiveness of the leadership and management is good

The setting had not completed the processes to notify Ofsted of all changes to the management committee within 14 days of their appointment. It is a requirement to do so. However, committee members had completed Disclosure and Barring Service checks to confirm their suitability. There is no direct impact on children's safety and Ofsted does not intend to take any further action. Safeguarding is effective. All staff complete safeguarding training and have a good understanding of the procedures to follow to help protect children.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff have a strong commitment to developing their skills, and use recently gained knowledge well to improve learning opportunities for children. For example, following training, they reviewed the learning environment. They changed snack-time routines to better meet the needs of the younger children attending. Staff extended resources that encourage children to develop early writing skills in different contexts. For instance, providing clipboards that children use indoors and outdoors has proved successful with those who prefer more active learning. Children are imaginative and play well together. For example, they dressed as firemen and went to save the playhouse from burning down. They found long tubes which they pretended were hoses, and they checked to see if anyone needed to be rescued. Staff make good use of spontaneous opportunities to extend children's learning. For example, when a child comments about the clouds moving, staff encourage children to think about whether they go fast or slow, do they look like rain clouds, and what shapes can children see.

Personal development, behaviour and welfare are good

Children are well behaved and helpful. For example, children had a wonderful time making sparkly Christmas presents, which was extremely messy. They cheerfully helped to clear up afterwards, learning how to use a sheet of paper to scoop glitter back into the pots. Children develop a good understanding of the importance of hygiene in keeping healthy. For example, when their hands are covered in paint and they need to cough, they do so into the crook of their elbow so as not to spread germs. Children enjoy being active and they make very good use of outdoor space. For example, children used chalk to draw a winding road, which they carefully followed on their cars and scooters.

Outcomes for children are good

Children make good progress and are well prepared for the next stage in learning, including moving on to school. The extremely good relationship between pre-school staff and the village school means children get to know their future teachers well. This helps to support children's confidence.

Setting details

Unique reference number	EY416736
Local authority	Devon
Inspection number	832378
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 3
Total number of places	20
Number of children on roll	10
Name of provider	Bradford Pre-School Nursery Committee
Date of previous inspection	28 September 2011
Telephone number	07879955874 01288381366

Bridgerule Early Years pre-school was registered in 2010 and is managed by a voluntary committee of parents. It operates from the village school in Bridgerule near Holsworthy, Devon. There are three members of staff working at the setting; all have early years qualifications at level 3. The setting is open during term times on Monday, Wednesday and Friday from 9am to 3pm. The setting provides funded early education for children aged two, three and four years.

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