

# Bright Horizons (Walmore Hill School)

Walmore Hill, Minsterworth, Gloucester, Gloucestershire, GL2 8LA



## Inspection date

3 December 2015

Previous inspection date

13 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- The manager and staff made significant improvements in their practice.
- Teaching is good and children are motivated and ready to join in.
- Staff work closely with parents to identify children's starting points and establish a regular exchange of information. Children form strong attachments to the staff and settle well.
- Communications with children are highly effective. All children are confident and articulate in their interactions with others.
- Staff identify children's needs quickly. They plan varied activities and support so that all children, including those with additional needs, make good progress.
- There are excellent partnerships with other professionals and the school. Children visit the Reception class each week and are well prepared for moving on to school.

### It is not yet outstanding because:

- The outdoor environment does not reflect the good practice indoors, to fully promote children's learning.
- Staff do not always use feedback to help them make changes and improvements.

## What the setting needs to do to improve further

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

- build on opportunities within the environment for children to choose to learn in ways that meet their needs and interests
- further develop ways in which parents and children contribute to self-evaluations and support improvements.

### Inspection activities

- The inspector observed teaching in the indoor and outdoor play spaces.
- The inspector took into account the views of parents spoken to at the inspection.
- The inspector sampled a range of documentation, including children's records and the pre-school's written policies and procedures, including those for safeguarding.
- The inspector spoke with the staff and children at appropriate times of the day during the inspection.
- The inspector carried out a joint observation with the manager.

### Inspector

Anita McKelvey

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has addressed the weaknesses from the last inspection. All staff have a good understanding of how children learn and develop. The manager targets training so that staff understand their roles and responsibilities well. They are secure in their knowledge of child protection issues. All staff know the procedures to follow if they have concerns about a child to protect children from harm. Safeguarding is effective. Changes to the way the manager gives staff guidance, ensure they receive support to develop their skills and understanding. For example, staff have helped re-organise the layout of resources inside so children can make choices about their own learning. Children's progress is monitored regularly and staff quickly recognise when children need more support to close any learning gaps.

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

Staff watch what children like to do and help children make changes to activities. For example, children enjoyed making marks with different coloured pens in the dough and drawing patterns and letters. Children enjoy using their imagination as they play. For example, they pretend to make bottles of milk for their baby dolls and then put the dolls to bed in the cots. Other children pretend to be working, using the computer key board and printing off letters. Staff help children think about what they do and help them to express their ideas. For example, children threaded ribbons through the fence outside. They watched as the ribbons blew around in the wind. Staff asked sensitive questions to help deepen their understanding.

### Personal development, behaviour and welfare are good

Staff encourage parents to share and become involved in their children's learning. Children learn about the backgrounds of others, share experiences and learn respect for others. Children learn to share and take turns. For example, they helped decorate a tree for Christmas, deciding where to put the baubles and tinsel. Children show care and concern for others and they behave well. Staff promote children's health and well-being. For example, they use discussions at snack and lunchtime to help children learn about healthy eating. Children know how to manage risks and stay safe. For example, they stop at the connecting doors into school when they go to the toilet and wait for staff to open them.

### Outcomes for children are good

All children are happy and motivated. The emphasis on speaking and listening helps children to gain confidence talking to others. Planned support and school visits help children to make good progress in their learning and prepares them well for school.

## Setting details

<b>Unique reference number</b>	101733
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1004110
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	14
<b>Name of provider</b>	Bright Horizons (Walmore Hill School) Committee
<b>Date of previous inspection</b>	13 January 2015
<b>Telephone number</b>	01452 750 373

Bright Horizons (Walmore Hill School) opened in 1997. It operates from a room within Walmore Hill County Primary School, situated on the outskirts of the town of Westbury-on-Severn. The group is open on a Tuesday and Thursday during term-time from 9am to 1pm. The setting receives funding for free early education for two, three and four-year-olds. All members of staff hold a relevant childcare qualification at level 3.

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