

Bassingbourn Pre School

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



Inspection date

Previous inspection date

25 February 2016

20 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Since their last inspection, the provider has made rapid improvements to the pre-school. The manager and staff team promote challenging learning opportunities that take account of and build upon the developing interests of each child.
- Effective monitoring enables staff to check that each child makes good progress. This helps them to achieve well in their ongoing learning and development. Wherever necessary, the child's key person will take action to provide additional support if gaps in learning are identified. Additional challenge is planned to support gifted and talented children.
- Children interact confidently with each other and members of staff. They move around the pre-school, increasing their personal independence as they make decisions about what, who and where they wish to play.
- Partnerships with parents are fostered well. Staff and parents share relevant information to support children's continuity of learning. For example, they talk about their children's ongoing achievements at home and within the pre-school.
- Staff work closely with teachers at the primary school. This provides an opportunity for children to meet new adults and visit the school, helping to promote their confidence before they move on.

It is not yet outstanding because:

- Staff do not encourage children to make the most of everyday technology.
- Staff do not currently create opportunities that encourage children who are ready, to share ideas in relation to their ongoing development.

What the setting needs to do to improve further

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

- provide more opportunities for children to become familiar with everyday technology
- enhance opportunities for the older and most-able children to actively participate in sharing their ideas to further support the assessment process.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector observed planned activities and discussed these with the manager.
- The inspector checked relevant documentation, including the suitability of all members of staff and committee. Staff training certificates were also reviewed.
- The inspector looked over the reflective practice procedures used by the manager, staff and committee. The inspector discussed with the manager the opportunities offered for parents and children to share their views and ideas about the pre-school.
- The inspector took account of verbal feedback from parents on the day of the inspection.
- The inspector spoke with staff and children at appropriate times throughout the inspection.

Inspector

Lynn Clements

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection, the manager, who had recently been appointed at the time, and the administrator have worked exceptionally hard. Together, they have devised and instigated standard operating procedures and have attended pertinent training with regard to safer recruitment. These new systems are now implemented and monitored robustly to ensure that the children are protected from unsuitable adults. The arrangements for safeguarding are effective. All staff understand their roles and responsibilities in relation to safeguarding and reporting child protection concerns. Very good attention is given to the continuing professional development of staff. Ongoing supervision meetings enable the manager and management committee to understand the strengths, skills and interests of their staff. This expertise is used well to promote children's learning and development. This means that the children are learning from adults with extremely good knowledge and skills. The committee and manager reflect on the practice and service they provide. They invite feedback from staff and parents in order to evaluate their overall practice. This shared information enables them to identify where changes can be made, helping to support the continuous development of the pre-school, and meet the changing childcare needs of local families.

Quality of teaching, learning and assessment is good

Children use their existing knowledge and skills as they create three-dimensional models. They collaborate with each other, confidently sharing their ideas about what and how they will make a garage. The children plan how the toy cars will fit inside. They then add ramps and speed bumps, sharing knowledge based on previous real experiences. They work out what to use to make the speed bumps and how to attach them. The children are supported in their play by staff who are on hand to help with ideas, and they have easy access to the resources they need to be successful. The children increase their mathematical skills as they explore number rhymes, or sort, compare and match objects. They enjoy dressing up and develop their imaginations as they devise role-play games and become flower fairies or racing drivers. These opportunities promote language development as the children join in and create conversations to share ideas.

Personal development, behaviour and welfare are good

Children's behaviour is very good. They greet each other warmly and enjoy playing in the fresh air. The children learn to move competently and safely as they use larger equipment. They stretch muscles and increase coordination skills while using large play equipment outside. The children steer wheeled toys with care and consideration for others. Staff promote children's good health, as they provide healthy foods for them to eat at snack time and encourage discussion about the positive effects eating these foods has on their bodies. Children carry out routine tasks and play in harmony together.

Outcomes for children are good

Children enjoy varied and imaginative experiences that enthuse, engage and motivate them to learn. They embed the skills and confidence they need in readiness for their eventual moves on to school. Children become successful and confident learners.

Setting details

Unique reference number	221917
Local authority	Cambridgeshire
Inspection number	1033560
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	35
Number of children on roll	59
Name of provider	Bassingbourn Community Playgroup Committee
Date of previous inspection	20 November 2015
Telephone number	01763 250484

Bassingbourn Pre School opened in 1970. It operates from two rooms within the children's centre in Bassingbourn 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 2 or 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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