

Baddesley & Grendon Pre-School



Woodside Primary School, Maypole Lane, Atherstone, CV9 2BS

Inspection date

1 March 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

- The manager and staff are committed to providing high-quality provision. Robust self-evaluation, taking into account the views of parents and children, helps the team to identify areas for development. They swiftly implement changes to continually improve the service they offer.
- Staff and parents work together to support children's good progress. Information about children's learning and development is shared through regular meetings.
- Staff plan an exciting range of activities both indoors and outdoors. Children are interested and motivated to learn. For example, children enjoy a trip to the local woodland area. They listen carefully to the sound of falling rain and get excited as they find worms.
- Staff are positive role models. They talk to children in a calm and respectful manner. Children learn to make friends and manage their feelings. Children behave exceptionally well at the pre-school.
- The move to school is well managed. Before children move on they meet their new teacher and visit the local school. Children's development records are shared to help ensure continuity in their learning and care.

It is not yet outstanding because:

- While the mixed-age group activities fully engage older children, younger children are sometimes distracted and do not get the most out of the learning opportunities.
- The manager and staff have not fully considered ways to further develop the quality of their teaching practice to the highest level.

What the setting needs to do to improve further

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

- focus more sharply on the learning outcomes for the youngest children during group activities so that they remain engaged and increase the rate of their progress
- identify ways to continually enhance teaching practice so that all children reach the highest levels of attainment.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Susan Cother

Inspection findings

Effectiveness of the leadership and management is good

The manager leads a strong and dedicated team of staff. They have a thorough understanding of the requirements of the Early Years Foundation Stage. Arrangements for safeguarding are effective. Detailed policies and procedures help to ensure children are safe and protected from harm. Recruitment and induction procedures are clear. Staff are deployed effectively and children are appropriately supervised at all times. The manager has developed strong links with other professionals to help ensure children and families get the support they need. She closely monitors the progress of individual children to identify any gaps in learning. For example, detailed assessments of language development are used to identify children in need of targeted support. The pre-school is well established within the community. Many families have returned with younger siblings, demonstrating their satisfaction with the care and learning experiences offered.

Quality of teaching, learning and assessment is good

Staff make regular and accurate assessments of children's progress. They use this information well to plan for children's next steps in learning. Children enjoy a balance of adult-led, child-initiated and whole-group activities. They benefit from access to a wide range of resources. Children use the resources in a variety of ways to develop their thinking skills. For example, they enjoy exploring the way blocks fit together and cause shadows as they make constructions in a light box. Staff skilfully extend children's knowledge. They encourage conversations and talk to children during their play. Children learn to solve problems together. For example, a small group work together to complete a complex jigsaw puzzle. They have fun working out how to fit the pieces together and concentrate well, showing pleasure and pride in their final achievement. Children develop good literacy and mathematical skills as staff introduce them to books and stories and encourage them to count during everyday activities.

Personal development, behaviour and welfare are good

Children are happy and enjoy attending the pre-school. The effective key-person system helps children settle quickly and form good attachments with staff. Staff know individual children well. They have developed good relationships with children and their families. Excellent information sharing helps staff develop personal care routines that are tailored to children's individual needs. Children benefit from plenty of fresh air and regular exercise. They learn about the importance of a healthy lifestyle. Staff plan an interesting environment where children are encouraged to behave safely and take manageable risks.

Outcomes for children are good

Children make good progress from their starting points. They are challenged to build on what they know and are motivated to learn. Children learn independence skills. For example, they pour their own drinks at snack time. Children engage well and cooperate with each other. They develop their understanding of the wider world as they learn about other people's backgrounds and experiences. They are well prepared for their next stage of learning or the eventual move on to school.

Setting details

Unique reference number	EY474732
Local authority	Warwickshire
Inspection number	978239
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	43
Name of provider	Baddesley & Grendon Pre-School Ltd
Date of previous inspection	Not applicable
Telephone number	01827715005

Baddesley & Grendon Pre-School was registered in 2014. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, 8.45am until 3.30pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports disabled children and those with special educational needs.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

