

Abacus Pre School @ Baileys Court

Baileys Court Activity Centre, Baileys Court Road, Bristol, BS32 8BH



Inspection date	22 March 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Managers and staff are committed to providing children with good quality care and education. Children are motivated to learn and show high levels of concentration and thinking as they play. They make good progress from their initial starting points.
- Managers and staff are strong role models. They deploy themselves well and provide clear guidance for children about what is acceptable behaviour. Children are tolerant, make friends, build relationships, and learn how to share and take turns.
- Partnerships with parents are good. Managers and staff effectively engage with parents about their children's learning and how to help support this at home. Parents speak highly of all staff and the service they provide.
- Managers strive to achieve a good quality learning environment for all children. They evaluate the setting regularly, identify areas for improvement and set themselves challenging but achievable targets to help raise learning outcomes for children.

It is not yet outstanding because:

- Managers and staff do not always seize opportunities to further develop children's mathematical ideas and understanding of early mathematical language and concepts.
- Managers and staff are at times over enthusiastic in supporting children with some tasks and do not fully build on their sense of responsibility and independence.

What the setting needs to do to improve further

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

- create further opportunities to extend children's mathematical ideas and understanding of early mathematical language and concepts
- provide children with even more opportunities to take responsibility for a range of age-appropriate tasks.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact of this on children's learning.
- The inspector sampled a range of documentation, including attendance records, staff suitability checks, the self-assessment information, children's observation, assessment and planning records, and documentation linked to managing children's care and progress.
- The inspector held discussions with directors and managers, and spoke with children and staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with the director.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff have a good understanding of their responsibility to protect children from harm and know what to do if they have a concern about a child's welfare. Systems for the recruitment and vetting of new staff are robust. Managers monitor and track children's development regularly. They quickly identify any gaps and implement appropriate interventions. Managers focus on raising the quality of teaching even further. For example, they conduct routine supervision meetings with staff and monitor their performance. Managers and staff are well qualified and continue with their professional development. For example, they attend regular, focused training to help enhance their skills and improve children's learning outcomes. Managers and staff have effective partnerships with other settings that children attend, to help ensure continuity of care and learning.

Quality of teaching, learning and assessment is good

Staff make precise observations and assessments of children's development and use these to help plan their next steps in learning. Staff support children's communication and language skills well. For example, they model words and phrases, such as 'fertilise' and 'nourish', when children talk about different coloured flower seeds. Staff support children's early literacy skills well. For example, children enjoy storytelling activities and excitedly make roaring sounds as they pretend they are lions. Children demonstrate enjoyment in their learning; they act out scenes as they dress up as doctors, examine x-rays and bandage their friends. Children have lots of opportunities to practise their technology skills. For example, they are fascinated as they navigate remote-control cars.

Personal development, behaviour and welfare are good

Staff are considerate of children's emotional needs and promote a strong sense of belonging and self-esteem. For example, they build good relationships with children and are very aware of children's care needs and routines. Staff help children to develop an understanding of safety. For example, they remind children not to run indoors. Children have regular access to the outdoors. They are confident and enjoy climbing grassy mounds, hiding in tunnels and flying wind streamers. Children's similarities and differences are celebrated and valued. For example, children learn to recognise, respect and value differences in language, culture and religion.

Outcomes for children are good

Children are prepared well with the skills and knowledge they require in readiness for school. For example, they enjoy learning how to segment the letters of the alphabet into sounds, and some children are writing their own names. Children are social and inquisitive. For example, they confidently make choices and initiate their own learning.

Setting details

Unique reference number	EY491837
Local authority	South Gloucestershire
Inspection number	1022542
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	32
Number of children on roll	69
Name of provider	Learning Through Play Ltd
Date of previous inspection	Not applicable
Telephone number	07595 465980

Abacus Pre School @ Baileys Court registered in 2015 and is situated in the Bradley Stoke area of south Gloucestershire. The pre-school is open from 9am to 3.15pm, during term time only. The pre-school employs seven members of staff, six of whom hold relevant early years qualifications at level 3 or above. The pre-school provides funded early education for children aged two, three and four years.

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