

# Bottesford Preschool

Bottesford Pre School, Barkestone Lane, Bottesford, NOTTINGHAM, NG13 0AL



## Inspection date

16 March 2016

Previous inspection date

7 May 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Teaching is consistently of a very high quality and worthy of dissemination to others. Managers and staff are extremely well qualified and have a wealth of childcare knowledge and experience. They are highly responsive to the needs of all children.
- Staff make accurate assessments of the progress children make. These, and the extremely effective systems in place for monitoring the achievements of different groups of children, quickly identify where children may be slow to develop. Staff quickly address any gaps in children's learning by carefully planning and implementing activities that inspire and challenge them.
- Highly successful partnerships with other childcare professionals ensure children get the additional support they need. Disabled children and those with special educational needs make substantial and sustained progress from their starting points, leading to remarkable achievements.
- Children are very self-assured and show high levels of confidence in social situations. They behave exceptionally well and demonstrate superb levels of self-control. They attentively listen to and respect what adults and their friends have to say.
- Staff provide a wealth of activities, both within the pre-school and the neighbouring community. This helps to promote children's positive sense of themselves and their place in the world. Staff sensitively help children learn about and compare the differences of how children in other countries live, play and go to school.
- Parents highly praise the key-person system, to which they attribute how quickly their children settle in to pre-school life. Children form warm and secure emotional attachments to staff. Highly effective relationships with children's parents and extended families further contribute to the rapid progress children make.

## What the setting needs to do to improve further

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

- analyse the improvements being made to evaluate the staff's quality of teaching and the impact this has on children's learning and development.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors, outside and in the adjoining high school sports hall. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nominated person.
- The inspector held a meeting with the nominated person and manager of the pre-school.
- The inspector spoke with the staff, children and the committee chairperson at appropriate times throughout the inspection.
- The inspector looked at the assessments of children's progress and the planning documentation.
- The inspector checked the evidence of the suitability of staff and committee members, and discussed the pre-school's self-evaluation form and plans for improvement.
- The inspector took account of the views of parents spoken to on the day of inspection.

### Inspector

Jacky Kirk

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Management, staff and committee members work exceptionally well together and demonstrate a strong commitment to sustaining an exceedingly high-quality service. Managers actively seek the views of staff, parents, committee members and children. They use their opinions to bring about carefully planned improvements that help children to achieve at their highest level. For example, an additional way of evaluating staff teaching is being applied to help maintain the quality of teaching. Arrangements for safeguarding are effective. All staff and committee members have an extremely high regard for children's safety and well-being. They thoroughly understand the procedures to take should they have a concern about a child's welfare. Managers mentor and coach staff exceptionally well. Staff do extra research for the additional responsibilities they undertake and cascade their new knowledge to other members of staff.

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

Staff are experts in promoting children's next steps in learning. All activities, including small group and one-to-one sessions, are meticulously planned and meet children's individual needs exceptionally well. Children are highly motivated. They enthusiastically show their parents and extended family photos and videos of what they have been learning about at pre-school. This, and good quality daily discussions with parents about their children's achievements at home, helps staff to further promote children's learning. Children demonstrate excellent mathematical and problem-solving skills. They self-assuredly say, 'I have counted wrong', and competently count the blocks again. All children, and in particular boys, enjoy writing. They independently write plant names on labels after sowing seeds and note down orders when role playing at cafes.

### Personal development, behaviour and welfare are outstanding

Children safely and without restriction explore the motivating indoor and outdoor resources and equipment. This promotes children's confidence in their own abilities and independence skills exceptionally well. Children show excellent thinking skills and high levels of concentration and determination as they work together to build a tall tower out of blocks. Children's welfare is central to everything staff do. Staff fully involve children and their families in a variety of national strategies aimed at promoting children's health, for example, learning how to provide healthy and correct portion sizes of food in children's lunch boxes. Furthermore, children understand the importance of taking regular exercise and notice the positive effects this has on their bodies.

### Outcomes for children are outstanding

All children, including those who receive additional funding, make consistently high rates of progress. Children are very confident and expressive talkers. They skilfully run, negotiate space and adjust their speed and direction during superbly stimulating team sport games. Highly successful relationships with schools children move on to are very well established. This helps staff prepare children developmentally and emotionally well for when the time comes for children to move on to their next stage of education.

## Setting details

<b>Unique reference number</b>	223197
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	854625
<b>Type of provision</b>	Sessional 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 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	71
<b>Name of provider</b>	Bottesford And District Pre School Playgroup Committee
<b>Date of previous inspection</b>	7 May 2010
<b>Telephone number</b>	01949 844489

Bottesford Preschool opened in 1988 and is run by a committee. The pre-school employs 11 members of childcare staff. Of these, one holds appropriate early years qualifications at level 2, five at level 3, and three hold Qualified Teacher Status. The pre-school opens from Monday to Friday, term time only. Sessions run from 9am until 4pm. The pre-school provides funded early education for two-, three- and four- year-old children. It supports disabled children and those with special educational needs.

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