

# Bowerhill Pre-School

Halifax Road, Bowerhill, Melksham, Wiltshire, SN12 6YH



## Inspection date

20 April 2016

Previous inspection date

15 July 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

- Managers and staff, with the support of early years advisors, have taken concerted and effective actions to address all weaknesses identified at previous inspections.
- Children are highly motivated and eager to join in with the wide range of interesting and challenging activities. They make particularly good use of the stimulating outdoor play area.
- Staff support children's mathematical development well. They introduce mathematical ideas into children's play and encourage them to develop their own ideas to solve problems.
- Staff know each child well, and observe and assess each child's development closely. They plan effectively to move children on in their learning and make good progress.
- Children develop good personal and social skills. They play cooperatively and are friendly, polite and helpful. They become very independent. Staff provide consistent guidance so that children understand what is expected.

### It is not yet outstanding because:

- Managers and staff do not always focus sharply on the impact of teaching on children's learning so that opportunities to improve even further are sometimes overlooked.
- Managers do not compare the progress of different groups of children fully, such as boys and girls or those receiving additional funding, to identify gaps in achievement and tailor teaching precisely to close any gaps.

## What the setting needs to do to improve further

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

- enhance the staff development process to focus even more sharply on the impact of teaching on children's learning
- build on the good systems now in place to identify gaps in achievement between different groups of children, such as boys and girls, and focus teaching sharply to close any gaps rapidly.

### Inspection activities

- The inspector talked to staff and children, observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the manager and chairperson. They discussed how the manager monitors the quality of teaching and care. They also discussed arrangements for staff supervision and professional development, and the nursery's self-evaluation and improvement plan.
- The inspector sampled documentation, including policies and procedures, risk assessments and accident records, and children's developmental and personal records.
- The inspector took account of parents' written comments and the views of several parents spoken with during the inspection.
- The inspector undertook a joint observation with the manager.

### Inspector

Rachel Edwards

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Managers and staff have received training and know what to do if they have concerns for a child's welfare. Managers monitor the educational programme and oversee children's progress effectively overall. The manager monitors staff performance through regular supervision, coaching and training. This is generally effective and has raised the quality of teaching to a consistently good standard. Managers and staff work in close partnership with others involved in children's care. For example, they follow the advice of speech and language therapists in supporting children who have difficulty communicating. They have strong links with the host primary school and welcome advice from the Reception teachers to help prepare children for school.

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

Staff play alongside children and support their learning well. They follow children's interests and help them develop their play by asking interesting questions and introducing new resources. For example, staff added hard hats, clipboards and high-visibility jackets to the sandpit, which inspired children to build a house. They created a list of important ideas, using big numbers to decide its size, and things they would need, such as glue, cement and bricks. They made a chute to pour sand into a bucket and worked together industriously to refine their ideas. Staff plan activities to focus on certain skills, such as linking sounds to letters. Children move freely between the inside area and the well-resourced garden, which especially benefits those who learn better outside.

### Personal development, behaviour and welfare are good

Children build strong bonds with staff, who know them well. Children are settled and secure. Children become active, independent learners. They eagerly find things out for themselves and try out their own ideas to solve problems, such as photographing a dough model as a reminder of their achievement. Staff help children understand the importance of making healthy choices. Staff provide nutritious snacks and talk to children about healthy diets during meals and pretend play. Children learn to manage their personal care well. They wipe their own noses and remember to throw the tissue in the bin. Staff work closely with parents to help children learn to use the toilet without stress or upset. They have regular visits to and from the host school which helps prepare children for moving on to school.

### Outcomes for children are good

All children, including those with specific needs, enjoy learning and make good progress. They speak confidently, happily expressing views and ideas. They count and use numbers in play. They develop good early writing skills, for example as they draw, and some begin to write their names. They gain the skills needed for their next stage in learning.

## Setting details

<b>Unique reference number</b>	EY416627
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	1022877
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Bowerhill Pre-School Committee
<b>Date of previous inspection</b>	15 July 2015
<b>Telephone number</b>	07960 821530

Bowerhill Pre-School registered in 2010 and operates within the grounds of Bowerhill CP School, in Melksham, Wiltshire. The pre-school is open Monday to Friday during school term times, from 8am to 3.30pm. Of the five members of staff, all have early years qualifications at level 3. The pre-school receives funding to provide free early education for children aged three and four years.

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