

# Bents Green Preschool

Bents Green Methodist School, Ringinglow Road, SHEFFIELD, S11 7PU



## Inspection date

20 May 2016

Previous inspection date

7 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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 her staff are highly motivated, enthusiastic and reflective. They regularly review their practice and identify areas for improvement. They welcome parents' opinions and those of other professionals, and act on them to ensure they continually move forward.
- Staff use high-quality resources and imaginative activities to encourage children to enjoy learning. They use their good knowledge of each child's individual learning needs to ensure they make good progress.
- Good relationships are in place with other settings that children attend and with the schools that they are going to move on to. Staff share useful information with parents and other settings about children's achievements and needs. This provides children with continuity in their learning and development.
- The key-person system at the pre-school is effective. Home visits enable staff to form good relationships with families from the beginning.
- The quality of teaching is strong and staff assess children's learning needs effectively to plan challenging activities. As a result, children are motivated to learn, content and happy.

### It is not yet outstanding because:

- The impact of staff's interactions on children's learning is not yet fully evaluated to raise the quality of teaching 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:

- enhance the professional development of staff and implement more sharply focused evaluations of the impact that teaching has on children's learning.

### 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 held a meeting with the manager and chairperson of the committee. She looked at relevant documentation 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.
- The inspector undertook a tour of the premises.

### Inspector

Rachael Barrett

## Inspection findings

### Effectiveness of the leadership and management is good

Children are kept very safe as staff ensure their surroundings are secure and potential risks are minimised. There are policies and procedures in place that staff and committee members understand and follow. These are updated to include any new legislation. The arrangements for safeguarding are effective. Children's progress is regularly shared with parents. Parents learn about pre-school activities through newsletters and displays of the children's work. The manager tracks the progress of groups of children to ensure that any gaps are swiftly identified and additional support is provided. Overall, the monitoring of staff is regular and supportive. Staff access regular training opportunities to develop their practice further. Staff meetings are used to discuss targets and plans for improvement.

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

Staff work hard to offer a broad range of interesting activities and experiences to meet children's needs and interests. They use observation and assessment to review and plan for children's development. Visits to the children's homes provide accurate identification of children's starting points in learning and help staff to track their progress. Children enjoy mixing together different paints to create pictures and models. They use their imaginations as they play cooperatively with their friends, pretending to be superheroes. They enjoy sharing books together in the welcoming reading area. Older children are able to recognise some of the sounds of words and begin to show curiosity and interest in mathematical problems. Children's progress is shared with parents as staff regularly show them their child's developmental record and discuss their next steps in learning.

### Personal development, behaviour and welfare are good

Staff are very good role models. They encourage good manners, tolerance and respect. They teach children about sharing and taking turns. For example, children use a large egg timer to decide whose turn it is next on the mini trampoline. Children's behaviour is consistently good. They show respect for their resources and tidy them away when they have finished playing with them. Children take pleasure in exploring and investigating the outdoor area. They learn about their different senses as they explore a wide variety of herbs and plants outside. They grow vegetables and plants to help create natural areas to play in. Children develop an understanding of healthy eating as staff talk with them about the food they are eating at snack time. They learn routine hygiene procedures and how to keep themselves safe, for example, when setting up ramps to safely walk up and down.

### Outcomes for children are good

Children make good progress. When starting points are below expected levels, assessments and subsequent interventions are making improvements. Children are confident, independent learners who interact well with both adults and other children. Additional funding is well used and planned for. For example, resources are purchased to develop learning through technology. Group activities are used to help children develop good listening and attention skills in readiness for their next stage in learning and for school.

## Setting details

<b>Unique reference number</b>	300771
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	867263
<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>	28
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Bents Green Preschool (Sheffield) Committee
<b>Registered person unique reference number</b>	RP909029
<b>Date of previous inspection</b>	7 March 2011
<b>Telephone number</b>	07714502472

Bents Green Preschool was registered in 1999 and is operated by a management committee. The pre-school employs seven members of childcare staff. Of these, one member of staff holds a qualification at level 3, two at level 5 and two at level 6. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.15am until 12.15pm every day and 12.15pm until 2.45pm on Mondays. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports a number of children who speak English as an additional language and children with special educational needs or disability.

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