

The Bridge Pre-School Ltd

Bridgetown Primary School, Byron Road, STRATFORD-UPON-AVON, Warwickshire,
CV37 7JP



Inspection date

Previous inspection date

20 October 2016

9 July 2013

| 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

- Staff observe children and gain a good understanding of their skills and stages of development. They identify what each child needs to learn next and plan suitable activities linked with children's interests to help them make good progress.
- Children are happy and enjoy their time in the pre-school. They are supported effectively to settle in and they form close relationships with staff who get to know them very well. Children gain confidence, socialise well with others and are eager to join in.
- Managers and staff build successful partnerships with parents. Parents feel well informed about their children's learning and progress. They appreciate receiving the weekly planning and feel that their children's interests are incorporated well.
- Managers are committed to achieving high standards of care. They are reflective and make ongoing improvements that directly benefit children. They actively seek parents' and children's views and use feedback to help identify strengths and areas for further development.

It is not yet outstanding because:

- The organisation of daily routines means that children who prefer to learn outdoors are not supported as well as possible.
- Staff, sometimes, miss opportunities to extend children's deeper thinking skills.
- Managers have not yet developed a highly successful system to track and analyse the progress made by specific groups of children, such as boys and girls or younger children, to review the effectiveness of the provision for these groups.

What the setting needs to do to improve further

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

- review the organisation of daily routines, so that those children who prefer to learn outside have increased opportunities to do so
- support staff in recognising opportunities during play and activities to build on children's deeper thinking skills
- extend the systems for reviewing children's achievements to include the progress made by specific groups of children and use this information to inform future planning.

Inspection activities

- The inspector had a tour of the pre-school with the acting manager.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning. She completed joint observations with the acting manager.
- The inspector held a meeting with the acting manager. She looked at relevant documentation, such as evidence of the suitability and qualifications of adults working in the pre-school and discussed the self-evaluation.
- The inspector spoke with the director, the managers, the staff and children at appropriate times during the inspection. She spoke to a number of parents and took account of their views.

Inspector

Victoria Mulholland

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are confident of procedures to follow in the event of concerns about a child's welfare. They have a good awareness of possible indicators of abuse or neglect. Robust recruitment and vetting procedures are followed to ensure the suitability of all adults working with the children. Staff carry out a range of daily safety checks, in order to maintain a safe and secure environment for children, both inside and outdoors. All accidents are analysed to identify risks and how to minimise these. Managers monitor and support staff's performance through supervision, mentoring and weekly staff meetings. Unqualified staff and volunteers are encouraged and supported to gain relevant formal qualifications. All staff have opportunities to access training to continue developing their knowledge and skills, helping to raise standards and further improve outcomes for children.

Quality of teaching, learning and assessment is good

Staff provide a wide variety of resources and activities to promote children's learning and support their interests. They listen to children, engage them in conversation and extend their vocabulary. They encourage children to count and build on their mathematical understanding, modelling language to talk about length, height and size. Staff work effectively with other professionals to support children who need extra help. This includes children who have special educational needs and disabilities. Children enjoy the challenge of fitting together pieces of construction sets. Staff understand how the twisting and tightening of the nuts and bolts helps to develop children's dexterity and small-muscle control in readiness for early writing.

Personal development, behaviour and welfare are good

The pre-school is a welcoming, nurturing environment for children. Staff are friendly and caring. They set a good example and help children to share, take turns and behave well. For instance, they make effective use of sand timers as a visual support to help children wait and understand when it will be their turn. Staff promote children's physical well-being. They provide healthy drinks and snacks and offer a nutritious hot meal at lunchtimes. They help children to understand about foods that are good for them and encourage physical activity. Children learn to do things for themselves and develop independence in self-care. They learn about people and communities in the wider world and gain an understanding of respecting others.

Outcomes for children are good

Children develop key skills needed for future learning. They make good progress in relation to their starting points. Any gaps in children's learning are identified, addressed and are closing. Children listen to and follow instructions well. Older children recognise their names in print and begin to write their own names, letters and numbers. Younger children enjoy sensory exploration and making marks using a variety of materials, including paint, gloop and sand. Strong links with the school in which the pre-school is situated help to prepare children emotionally for starting school.

Setting details

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|--|---------------------------|
| Unique reference number | EY442807 |
| Local authority | Warwickshire |
| Inspection number | 1065859 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 32 |
| Number of children on roll | 30 |
| Name of registered person | The Bridge Pre-School Ltd |
| Registered person unique reference number | RP531405 |
| Date of previous inspection | 9 July 2013 |
| Telephone number | 01789264745 |

The Bridge Pre-School Ltd was registered in 2012 and operates from within the grounds of Bridgetown Primary School. The pre-school employs six members of childcare staff, four of whom hold appropriate early years qualifications at levels 3 or 5. The pre-school opens Monday to Friday from 8.45am until 3.45pm, term time. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who have special educational needs and disabilities and children who speak English as an additional language.

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