

Bircotes Pre-school

H&B Children's Sure Start Centre, Town Hall, Scrooby Road, Harworth, DONCASTER,
South Yorkshire, DN11 8JP



Inspection date

Previous inspection date

1 December 2016

6 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 management team has a good overview of the progress all children are making, including different groups of children. This ensures that any gaps in development are addressed quickly to support all children's progress.
- Staff ensure that the pre-school looks inviting and welcoming to children. They provide children with a good variety of stimulating learning experiences that children explore happily. Children make good progress in all aspects of their development.
- Staff display positive examples of how to treat others and have clear expectations of children. Children behave very well and are respectful and thoughtful towards each other. They play cooperatively together and learn to share and take turns.
- Children show that they feel safe and secure. They settle quickly in the pre-school.
- Managers monitor the work of staff well and provide good opportunities for professional development. They regularly evaluate practice to identify the main strengths and any priorities for development, helping to improve the outcomes for children.
- The team has a thorough knowledge of the statutory requirements. They have worked extremely hard since the last inspection to ensure that standards are good in every area.

It is not yet outstanding because:

- Staff do not use their observations of children as they play to effectively extend children's learning and raise their achievements to an even higher level.
- During some large group sessions, staff are not able to effectively build on children's learning because the activity is too hard for some children and too easy for others.

What the setting needs to do to improve further

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

- make better use of the observations made of children as they play to extend their learning and build on what they already know and can do, in order to raise their achievements to an even higher level
- review the organisation of large group activities to provide opportunities for children of all ages to build on their 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 completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school management team. She looked at relevant documentation, and evidence of the suitability of staff working in the pre-school. The inspector also discussed the pre-school's self-evaluation.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Tracy Hopkins

Inspection findings

Effectiveness of the leadership and management is good

The pre-school has a dedicated and hardworking management team. This team has made significant improvements to the provision since the last inspection, including improvements to the systems used to review the suitability of staff. All staff understand their responsibility to report any changes that may affect their suitability to work with children, or may disqualify them from working with children. The arrangements for safeguarding are effective. Staff know how to identify a child at risk of abuse, neglect or being exposed to extreme behaviours and views. Managers and staff understand the procedures to follow if they are concerned for the welfare of a child. Staff are well deployed and help to support children's safety. Effective recruitment and induction procedures help ensure staff's continued suitability. Regular feedback from parents helps to inform positive changes. Staff are motivated and keen to do well. They share a common desire to improve outcomes for children.

Quality of teaching, learning and assessment is good

The well-qualified staff team has a good understanding of how children learn and provides children with good teaching overall. Detailed information is gathered from parents when children first start, about their capabilities and interests. This is used to plan activities that support and help children to make good progress. Staff help children to develop their communication skills. For example, they ask suitable questions to extend children's vocabulary and thinking skills. During a story about a blue balloon the children think about what might happen if they blow the balloon up and let it go. They giggle with delight as they try to catch the balloon whizzing around the room.

Personal development, behaviour and welfare are good

Staff support children well in learning about healthy lifestyles. For example, children talk about healthy eating and take responsibility for their own care needs, relevant to their ages. Children benefit from plenty of opportunities to be physically active. They are encouraged to be independent. For example, younger children are gaining confidence in dressing themselves for outdoor play and ask for help when they need it. Children learn to value the beliefs of others and celebrate different festivals. Strong relationships exist between children and their key person. Staff use bells, sand timers and picture cards to indicate a change in routine, helping children to become familiar with what is expected.

Outcomes for children are good

Dedicated staff have high expectations for all children. Consequently, all children make good progress from their starting points. They are acquiring skills in readiness for their move to school. Children are confident learners who are willing to try new experiences. They develop good social skills. Older girls play happily together as they pretend to be sisters in the 'home corner'. They pretend to make each other lunch and sit around the table chatting happily. They imitate the things that they have seen with increasing confidence.

Setting details

Unique reference number	EY493771
Local authority	Nottinghamshire
Inspection number	1054054
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	36
Name of registered person	Bircotes Pre-school Committee
Registered person unique reference number	RP522545
Date of previous inspection	6 June 2016
Telephone number	07579007205

Bircotes Pre-school was registered in 2015. The pre-school employs nine members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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