

Baston Pre-School Limited

83 Baston Road, BROMLEY, BR2 7BS



Inspection date	19 October 2017
Previous inspection date	30 April 2015

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Managers follow effective recruitment and vetting procedures, to ensure all staff are suitable, qualified and committed to providing high-quality care for all children.
- Managers and staff use information gathered from training effectively to review policies, procedures and their practice to improve outcomes for children.
- Children have access to good-quality resources and have plenty of space to play and explore inside and outside. Children make good progress from their starting points.
- Children show extraordinary high levels of independence. They are highly confident, happy and motivated to learn.
- Staff responded positively to children's request to plant and care for vegetables and learn about different mini-beasts that live in the garden.
- Partnerships with parents and other providers are exceptionally strong and this supports children's learning at the setting and at home. For example, parents describe staff as 'incredibly caring, supportive and dedicated to their roles as educators'.

It is not yet outstanding because:

- Staff do not consistently challenge the most able children to enable them to think and make their own contributions during some activities.
- Staff do not take all opportunities to consistently meet the learning needs of children who prefer to play and learn outside.

What the setting needs to do to improve further

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

- build on the teaching techniques used to enhance children's critical-thinking and problem-solving skills to extend and challenge the most able children further
- develop more consistent opportunities to meet the learning needs of children who prefer to learn outside.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development indoors and outdoors.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the owners and manager of the provision.
- The inspector carried out a tour of the premises and carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection. The inspector also took account of written testimonials received on the day of inspection.
- The inspector looked at children's records, some planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Victoria Forbes

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff show a secure understanding of their duty to protect and keep children safe from harm. Managers and staff have established strong partnerships with parents and other professionals, to share information about children's development, so that any gaps in learning can be identified and addressed. The leadership team uses self-evaluation well to improve practice. They use a range of training and development courses to ensure they maintain good professional knowledge and expertise. This enables them to evaluate and monitor staff performance, and the quality of teaching and learning, and provide regular feedback to make improvements.

Quality of teaching, learning and assessment is good

Staff have a good understanding of the learning and development requirements. They use their expertise to plan activities to ensure children make good progress in line with their levels of development. Staff plan, monitor and assess children's learning effectively and this enables children to demonstrate a good level of understanding and application in their early literacy and mathematical development. For example, children recite rhymes confidently in different languages to English and select, match and count the correct amount of lady bugs for each leaf in a mathematics activity. Staff provide good support for children who have special educational needs.

Personal development, behaviour and welfare are outstanding

Staff cultivate exceptionally strong relationships which help to promote children's personal, social, and emotional well-being remarkably well. They provide abundant praise, guidance and positive comments, to successfully support children's good behaviour. Children persevere when challenged and show exceptional care and compassion towards each other. For example, when one child collected leaves to make a bed, he patiently gathered them all up again when the barrow upturned. In addition, when a child needed a nap, children spontaneously gave her dolls to comfort her. Children develop outstanding confidence and independence. For example, they register their arrival by selecting their names and putting them on the board. Opportunities such as these help to boost their self-esteem and promote their early reading skills. Children have extremely good opportunities to be active and expertly show their balancing skills.

Outcomes for children are good

Children who learn foreign languages are confident, skilled and motivated to demonstrate their good understanding of what they have learned. Children count objects in sequence fluently from one to 10 and recite counting rhymes with associated actions. Younger children have good opportunities to work alongside older children as they pretend to paint the buildings and make marks in the outside learning space. Children develop extremely good independence, ready for their next steps in learning and for school.

Setting details

Unique reference number	EY396113
Local authority	Bromley
Inspection number	1093959
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	40
Number of children on roll	48
Name of registered person	Baston Pre-School Limited
Registered person unique reference number	RP902453
Date of previous inspection	30 April 2015
Telephone number	0208 4629732

Baston Pre-School Limited registered in 2009. It operates from a single-storey building in Hayes, in the London Borough of Bromley. The setting operates on Monday to Thursday from 8.30am to 3.30pm, and on Friday from 8.30am to 12.30pm, during term time only. There is a team of 12 staff. Of these, seven staff hold appropriate qualifications at level 3 or above, and have relevant experience for their positions. The setting is in receipt of funding for the provision of free early education to children aged three and four years.

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