

Bagshot Community Pre-School



Willow Room, Bagshot School, School Lane, Bagshot, Surrey, GU19 5BP

Inspection date 18 October 2017
Previous inspection date 17 July 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not plan well enough as a team to meet every child's individual needs and next steps in learning. Children of different ages and abilities are not consistently sufficiently challenged to make good progress in their learning.
- Leaders have not established fully effective systems to monitor, support and coach staff. The quality of teaching is variable. For example, staff do not consistently use opportunities to enhance children's communication and language skills, or promote early literacy and mathematics consistently to challenge some older children.
- On occasion, staff do not use opportunities that arise to promote children's self-care and independence skills. Some children lack confidence in acting independently.
- The new manager has not had time to address all areas for improvement to ensure that all requirements are met.

It has the following strengths

- The manager is effective in identifying priorities for improvement in safeguarding and inclusion. For example, she is proactive and quick to secure further support for children's welfare and special educational needs where it is necessary.
- Staff build strong partnerships with parents and other professionals. Recent training in the role and responsibilities of the key person has improved staff effectiveness in providing consistent care for children.
- Staff provide regular opportunities for outdoor play, which supports children's physical well-being effectively.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ plan effectively for children's next steps in learning to help all children make good progress 	30/11/2017
<ul style="list-style-type: none"> ■ provide effective monitoring, support, coaching and training for all staff to ensure the quality of staff practice and teaching is consistently good. 	30/11/2017

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

- make better use of everyday opportunities to further support children's growing independence
- develop self-evaluation to make it more robust and ensure that clearly identified plans for improvement result in all requirements being met.

Inspection activities

- The inspector observed, listened to and talked with children as they played inside and outside.
- The inspector talked with parents and listened to their views about the pre-school and their children's progress.
- The inspector observed teaching and care routines and spoke with staff about their aspirations and plans for promoting children's learning.
- The inspector sampled records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the manager.
- The inspector completed a joint observation with the manager and met the outgoing and incoming chairpersons for the committee. They discussed recent changes in staffing and areas currently under improvement.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management requires improvement

The committee-run pre-school is emerging stronger following a time of change. However, plans to raise standards further are still in the early stages. For example, leaders do not monitor, support and coach staff to ensure the quality of teaching is consistently good. The new manager is highly qualified and capable. Parents state that they are already noticing improvements in communication that provide continuity in their children's learning and care. Leaders continue to improve a broad range of policies and procedures to help the manager keep children safe. For instance, the manager reviews any accidents or injuries that occur and ensures staff minimise any risks in the environment. Safeguarding is effective. The manager checks staff understand how to recognise and respond appropriately to any concerns about children's welfare. She assesses the staff's ongoing suitability to work with children.

Quality of teaching, learning and assessment requires improvement

Key staff identify the next steps in children's learning. However, they do not share them effectively across the team, or use them consistently to plan, evaluate or improve how well they help children progress. Nonetheless, staff quickly identify children who need more help. Staff are adapting well to some changes in planning and assessment. For instance, they create varied and interesting play areas. Staff have improved the accuracy and effectiveness of the assessments they make when children join the pre-school at two years of age. Children quickly engage in and explore activities of their choosing. For example, they set up ramps to push cars down and enjoy imaginative play.

Personal development, behaviour and welfare require improvement

Sometimes, activities are not targeted to meet children's needs to develop their confidence and engagement. On occasion, staff do not promote children's growing independence well. For example, they miss opportunities to encourage children to do things for themselves, such as pouring drinks and putting on coats for outside play. Staff are warm and caring. They quickly offer emotional security as children learn to manage their feelings in new situations. Younger children settle in quickly and there is a very happy atmosphere. Staff have clear expectations for children's behaviour and children rise to them. For example, older children wait patiently for their turn as they queue for the slide and take turns well when sharing their views.

Outcomes for children require improvement

Not all children make good enough progress in their learning due to inconsistencies in teaching. Some younger children, and those learning English as an additional language, do not make good enough progress in their speaking. Some older children make slower progress in literacy and mathematics. However, children generally show an interest in literacy. For example, they enjoy looking at books. Children develop an awareness of the world around them. They acquire some skills in readiness for school, such as an enthusiasm for learning and a respect for each other.

Setting details

Unique reference number	EY306962
Local authority	Surrey
Inspection number	1061911
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	21
Number of children on roll	39
Name of registered person	Bagshot Community Pre-School Committee
Registered person unique reference number	RP524359
Date of previous inspection	17 July 2013
Telephone number	01276 452623

Bagshot Community Pre-School registered in 2001. It operates from the same site as Bagshot Infant School, in Bagshot, Surrey. It is open each weekday, during term time, from 9am to midday and from 12.30pm to 3pm on Mondays and Wednesdays. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. There are six members of staff working with the children regularly, all of whom hold appropriate qualifications at level 2 to level 6. The manager holds an honours degree in early years education. The pre-school also employs three bank staff and two administrators.

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