

Glitter Bugs Pre-School

Redhouse Community Centre, Frankel Avenue, Swindon, SN25 2NJ



Inspection date

Previous inspection date

7 November 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 supervises staff very effectively. Staff are motivated, develop their skills well and are confident to try out new ideas that benefit children.
- Staff provide interesting and varied activities that children thoroughly enjoy. Staff encourage children to think creatively and find their own ways of doing things. Children are enthusiastic learners and make good progress in all areas of their development.
- Overall, teaching is good and staff support children's social skills and speech especially well. Children learn to do things for themselves, make choices, play cooperatively with others and become confident speakers, including those learning English as an additional language.
- Staff monitor children's progress accurately. They quickly identify those at risk of falling behind and make sure they receive the support they need to help them to catch up. For example, staff use sign language to help children who have difficulty communicating.
- Staff work very closely with parents, so they know how well their children are doing and understand how they can support their children's learning at home.

It is not yet outstanding because:

- Staff sometimes miss opportunities to use children's current fascinations to enhance their learning. For example, they do not consistently capture the interests of children who are reluctant to make marks or 'have a go' at writing.
- Although staff use information well overall to plan for children's learning, some parts of the day, such as whole-group circle times, are not planned for as effectively.

What the setting needs to do to improve further

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

- support children fully and enhance their learning in their self-chosen activities, including their development of early writing skills
- review the planning of whole-group circle times, to ensure activities are engaging and worthwhile for all the children who take part.

Inspection activities

- The inspector observed and spoke with staff and children, during indoor and outdoor play activities, and daily routines.
- The inspector jointly observed an activity with the manager and discussed how she monitors, and develops, the quality of teaching.
- The inspector held a meeting with the manager.
- The inspector looked at documentation, including samples of policies, children's records and evidence of staff suitability and qualifications.
- The inspector spoke with several parents and took account of their views.

Inspector

Rachel Edwards

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff are well trained and alert to signs that children may be at risk of harm. They are very confident about what to do if they have concerns. Staff work in close partnership with outside agencies, including the local children's centre. This helps staff to provide good support to families in difficult circumstances and children who have specific needs. The management team reflects accurately on the provision. For example, it has identified a small difference between girls' and boys' progress in literacy. To encourage boys further, they have bought resources based on boys' interests.

Quality of teaching, learning and assessment is good

Staff plan activities that challenge each child, including the most able. For example, when children are ready, staff help them to hear initial sounds in words and link these to the letters that represent them. This prepares children very well for starting to read. Staff develop children's mathematical understanding well. For example, children confidently count the boys and girls, and know which group has more children. Children use technology, for instance, staff help them to photograph models that they are proud of making. Staff involve parents fully in their children's learning. For example, all parents participate when staff ask them to collect autumnal objects with their children. Children use rich vocabularies as they recall walking in a forest or finding fir cones nibbled by squirrels.

Personal development, behaviour and welfare are good

Staff know all the children exceptionally well. They work very closely with parents and other carers to make sure they have the same approach to issues, such as managing challenging behaviour, eating difficulties and toilet training. Staff are highly sensitive as they help children learn to manage difficult emotions, such as anxiety or frustration. They help children develop social and self-help skills effectively. Children become confident, independent and friendly individuals. Children are very active, enjoy healthy snacks and learn the importance of good hygiene. They are eager to try new experiences and proud to show how they can do things for themselves, such as peeling a satsuma or attempting to write their name. They learn to stay safe, for example, they recognise that rain makes the grass slippery, so they play with care.

Outcomes for children are good

Children develop the skills they need to be ready for starting school. They are polite and friendly. They express their thoughts confidently while valuing the ideas of others, for example, as they discuss what a forest is. They persevere with difficult tasks and find new ways to do things. They develop the physical skills they need in preparation for writing, for instance, they thread beads and most enjoy making marks in different ways. They use their growing understanding of numbers, shapes and measurement in their play, for example, as they build and compare the heights of towers.

Setting details

Unique reference number	EY492857
Local authority	Swindon
Inspection number	1025135
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 4
Total number of places	24
Number of children on roll	35
Name of registered person	Katie Sealey
Registered person unique reference number	RP910351
Date of previous inspection	Not applicable
Telephone number	07551903573

Glitter Bugs Pre-School registered in 2006 and re-registered in 2015 due to a change of premises. It operates from a community centre in North Swindon. The pre-school operates from Monday to Friday during term time. It is open between 8.50am and 2.50pm. Children can attend for half or whole days. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs five staff, four of whom have relevant childcare qualifications at level 3.

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