

# Bishops Hull Preschool

Bishops Hull Primary School, Bishops Hull Hill, Bishops Hull, Taunton, Somerset, TA1 5EB



## Inspection date

29 November 2017

Previous inspection date

11 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Effective self-evaluation helps the management committee, the manager and staff plan ongoing improvements that support good-quality outcomes for children. For example, they are developing links with other local groups, such as those attended by older people, to help children learn more about their community and the people in it.
- Staff have very good relationships with parents. They show this particularly well in the excellent support they give to children who have special educational needs (SEN) and their families. These strong partnerships help all children to achieve and make good progress, relative to their starting points.
- Children are well behaved and have good self-esteem. They show through their confident communication with staff that they feel emotionally secure. For example, they have definite ideas about the resources they want to use when they are outside, they state these clearly, and tell staff how they are going to use them.
- The manager's good systems of tracking the progress of individuals and groups of children help her identify any gaps in learning and address these through planning.

### It is not yet outstanding because:

- Staff have limited success in establishing a two-way flow of information with other early years settings children attend, to ensure consistency in planning for future learning.
- Activities that encourage children to learn how to use technology for different purposes lack challenge for older children.

## What the setting needs to do to improve further

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

- develop more-effective systems to share information with other early years settings children attend, to ensure consistency in planning for all children
- provide older children with more challenge as they learn to use technology.

### Inspection activities

- The inspector observed staff and children engaged in learning activities indoors and outside.
- The inspector spoke to members of the management committee, parents and carers, children, the manager and staff.
- The inspector sampled required documentation, including safeguarding procedures, and discussed these with staff.
- The inspector reviewed systems of observation, assessment and planning, and processes to monitor children's progress.
- The inspector reviewed self-evaluation processes and the effectiveness of these in planning improvements that benefit children.

### Inspector

Julie Neal

## Inspection findings

### Effectiveness of the leadership and management is good

The management committee and manager encourage staff to continue to develop their knowledge and skills. The manager encourages staff to implement new ideas and she monitors the impact on children's learning well. For example, following training in developing early writing, staff included more resources for mark making that have visual impact, such as boards that light up. This, and other changes, have greatly improved boys' interest and ability in early writing. Safeguarding is effective. The management committee, the manager and staff all have a good understanding of their safeguarding responsibilities. They have a thorough knowledge of local procedures to safeguard children and they know what to do to help protect children from harm.

### Quality of teaching, learning and assessment is good

Staff use their good observations and assessments of children to plan activities that are interesting and suitably challenging. They receive regular information about children's achievements at home, which they use in the assessment and planning process. Staff extend children's learning well. For example, during a story about a train going up a snowy hill, staff encouraged children to talk about how they feel when it is cold. They mimicked being shivery and hugging themselves for warmth. They went on to discuss how they could keep themselves warm in the snow. For example, children talked about running and jumping to heat up their bodies. Staff encourage children's developing knowledge of numbers, shapes and measurement very well, threading aspects of early mathematics effectively through most activities. For example, children making stars for their concert counted the points on them. Staff developed this well, encouraging children to calculate how many points on two and three stars.

### Personal development, behaviour and welfare are good

Children enjoy being active. They make very good use of climbing and balancing equipment to develop their physical skills. For example, they coordinated their bodies well as they used a rope to haul themselves up the climbing wall. Children have good safety awareness. For example, they helped staff to check there were no slippery patches outside following the earlier frost. Children understand good hygiene practice. For example, they washed their hands after sneezing, without prompting by staff.

### Outcomes for children are good

Children develop good skills that prepare them well for the next stage in their learning, including going to school. All children are very independent. For example, two-year-old children try to do up their coats without help, and are very determined. Older children are good role models to younger ones. For example, when they are all tidying up, older children patiently show how to sort the toys to make sure they go in the right place.

## Setting details

<b>Unique reference number</b>	143067
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1070341
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Bishops Hull Community Playgroup Committee
<b>Registered person unique reference number</b>	RP523024
<b>Date of previous inspection</b>	11 September 2014
<b>Telephone number</b>	07926919781

Bishop's Hull Preschool is a committee-run pre-school which opened in 1992. It operates from Bishop's Hull Primary School, within a village on the outskirts of Taunton. The setting opens Monday to Friday from 9am to midday, during term times only. The setting receives early education funding for three- and four-year-old children. It employs six members of staff to work with children. Of these, two have early years degrees, one holds a level 4 qualification, two hold level 3, and the remaining member of staff is an apprentice working towards a level 3 qualification.

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