

Bluebell Pre-school

Holy Trinity School, Fidders Folley, Forham Heath, Colchester, CO3 9UE



Inspection date	29 November 2017
Previous inspection date	30 September 2014

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

- The management team demonstrates a strong commitment to continuous improvement and working towards excellence in all areas. They have high expectations for the provision and the quality of care and learning for all children.
- Staff's knowledge and understanding of the learning and development requirements is good. They plan and deliver an interesting and varied range of activities indoors and outside, to support children's play, learning and continued progress.
- Partnerships with parents are successful. Staff are committed to working together with them to ensure continuity of care and learning. Parents are kept well informed through written and daily verbal communication.
- Children build exceptionally close emotional attachments to staff. Children behave exceedingly well and respond positively to the high expectations from staff.
- Inclusion is at the heart of everything that is done in this pre-school. Staff place high importance on identifying and planning for children's individual needs, including children who have special educational needs and/or disabilities.

It is not yet outstanding because:

- Children are not always able to complete activities to their satisfaction. Sometimes, staff do not provide sufficient resources and occasionally decide when activities should end, rather than waiting until children have finished.
- The organisation of routine times, such as getting ready for lunch, does not offer the same high level of teaching and learning as at other times.

What the setting needs to do to improve further

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

- improve how activities are presented to provide children with sufficient resources and time to complete tasks to their satisfaction
- review the organisation of the transition between routine activities to ensure that children continue to enjoy a high standard of play, teaching and 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 spoke with staff at appropriate times throughout the inspection and completed a joint observation with the deputy manager.
- The inspector held a meeting with the provider/manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

Staff are enthusiastic and work well together as part of a friendly and motivated team. Reflective practice is fully embedded into the self-evaluation process. Staff reflect on activities and their daily practice to help them identify and plan for the continuous improvement to the quality of care, teaching and learning. They have regular opportunities for supervision, fostering a culture of mutual support and the promotion of their professional development. The management team monitors children's progress to ensure that they are making good progress from their starting points. Gaps in children's learning are effectively identified and addressed. Safeguarding is effective. Staff have a good awareness of the indicators of abuse. They know how to report concerns to ensure that children's well-being is fully protected.

Quality of teaching, learning and assessment is good

Staff interact well with the children and are engaged in their play. Children benefit from a range of interesting resources that helps support their progress across all areas of learning. Good attention to planning for outdoors helps ensure that those children who learn best from being outside are able to do so. Children enjoy helping staff to draw a roadway on the playground floor, including arrows that children understand show them which way to ride the bicycles. Staff promote children's speech and language skills effectively, including those who speak English as an additional language. They use signing and pictorial prompts to support children's developing vocabulary. Staff engage children in conversation and give them time to consider questions before answering.

Personal development, behaviour and welfare are outstanding

Staff are exceptionally caring towards the children. Children are very happy and settled in this highly welcoming pre-school. They come into the pre-school readily. Staff know about children's home lives and talk to them about their families, significantly enhancing their sense of belonging. Children feel exceptionally safe and secure. Staff have developed highly effective partnerships with other professionals involved with the children. This helps to ensure that any concerns about children's care or learning are managed effectively and supports children to make the best progress that they can from their starting points. Children develop highly positive attitudes towards others.

Outcomes for children are good

Children make the best possible progress from their starting points. Children are motivated and independent learners who confidently lead their own play. Children understand that print carries meaning. They are beginning to recognise their first name when it is written. For example, they self-register on arrival and readily find their name card when sitting down for lunch. Children manage their self-care skills relevant to their age. They confidently attempt to put on their own shoes and coats before going to play outside.

Setting details

Unique reference number	EY435932
Local authority	Essex
Inspection number	1105358
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	26
Name of registered person	MW and H Ltd
Registered person unique reference number	RP533311
Date of previous inspection	30 September 2014
Telephone number	01206 241677

Bluebell Pre-school registered in 2011. The pre-school employs six members of childcare staff, including the provider/manager. All staff hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Wednesday during school term times. Sessions are from 9am to 3pm.

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