

Stoke Gifford PreSchool

Stoke Gifford Pre School, Poplar Rooms, North Road, Stoke Gifford, BRISTOL, BS34 8PE



Inspection date

Previous inspection date

9 January 2018

10 March 2015

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		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

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

- The managers and the committee do not ensure all records are available at inspection as required, such as information relating to staff suitability checks.
- The support for the ongoing professional development of staff is not consistent enough to enable staff to improve their knowledge and practice to the highest possible level.

It has the following strengths

- The managers and staff work together effectively to create a welcoming, calm and stimulating environment. Children form strong bonds with caring staff. New children settle quickly. Children are happy and confident.
- Staff support children's communication skills well, including those who speak English as an additional language. They engage children in conversations throughout the session and effectively model language as children play.
- The managers effectively monitor children's progress to identify any learning gaps. This helps staff to provide support for individual children where needed. Children progress well from their starting points.
- The managers and staff establish effective partnerships with parents. Parents speak highly of the setting and the care their children receive. Staff share details of children's progress regularly and work closely with parents to meet individual care needs.

What the setting needs to do to improve further

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

Due Date

- ensure all records are easily accessible and available for inspection. 23/01/2018

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

- strengthen the arrangements for identifying and addressing the professional development needs of staff, to help raise the quality of practice even further.

Inspection activities

- The inspector observed children's learning experiences and the staff's teaching practice.
- The inspector held discussions with the deputy manager and staff, and spoke to the children.
- The inspector spoke to parents and considered their views.
- The inspector carried out a joint observation with the deputy manager and discussed the findings with her.
- The inspector sampled a range of documents, including children's development records and evidence of the suitability of staff working at the setting.

Inspector

Hiroka Dathan

Inspection findings

Effectiveness of the leadership and management requires improvement

The committee and the management team do not ensure that all records are easily accessible and available as required, such as full details of up-to-date staff Disclosure and Barring Service checks. However, during the inspection, they were able to provide some evidence to show that the checks have been obtained. This minimises the impact on children's welfare. Staff have a secure understanding of their roles and responsibilities to safeguard children and the procedures to follow if they have concerns. Arrangements for safeguarding are effective. The management team evaluates the provision suitably, although opportunities to support staff with ongoing professional development are not always consistent to further improve the quality of staff practice. Despite this, there have been some improvements that have benefitted children. For example, the managers have recently improved home learning packs to help parents to support their children's learning at home.

Quality of teaching, learning and assessment is good

Staff know children well and follow their interests when planning activities. This helps to keep children motivated. Children show good levels of concentration and enthusiasm for learning. Staff adjust their support skilfully to challenge and extend individual children's learning. For instance, they challenge older children to divide pieces evenly while playing with dominoes, successfully extending their mathematical skills. Children make independent choices in their play and develop creativity and imagination as they engage with their peers. Staff join in enthusiastically, extending their thinking, such as through effective questioning. For example, children delight in making different flavoured muffins out of play dough and staff encourage children to discuss the ingredients they need.

Personal development, behaviour and welfare are good

Staff manage behaviour effectively and support children's emotional well-being. For instance, they offer clear explanations to help children empathise with others. Children play cooperatively and form close friendships. Staff support children's understanding of diversity. For example, parents are invited to share their culture to teach children about different festivals and languages. Staff teach children about the importance of healthy lifestyles, such as during regular cooking activities. The management team establishes effective links with local schools to support children's smooth transition to school. For instance, children enjoy visits to the school library and attend seasonal events.

Outcomes for children are good

Children are confident communicators. They enjoy sharing experiences from home, listen attentively to one another and negotiate plans as they play. They acquire good mathematical skills for their age. For example, children accurately count objects beyond 10 and know how to check their answers. Children show skills and positive attitudes that demonstrate they are well prepared for their future education.

Setting details

Unique reference number	136089
Local authority	South Gloucestershire
Inspection number	1089536
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	17
Name of registered person	Stoke Gifford Playgroup Committee
Registered person unique reference number	RP522025
Date of previous inspection	10 March 2015
Telephone number	07772546321

Stoke Gifford Pre-School registered in 1973. It is located in Stoke Gifford, South Gloucestershire. The pre-school is open each weekday from 9.15am to 12.15pm, term time only. The pre-school employs five members of staff. Of these, all hold appropriate early years qualifications at level 3 and the manager holds a teaching qualification. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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