

# Bonby Pre-School

Worlabby Primary School, Low Road, Worlabby, BRIGG, South Humberside, DN20 0NA



## Inspection date

16 January 2018

Previous inspection date

2 May 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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager and staff work well in partnership with the host school when children move on. They take children to the school to help them to become familiar with the environment before they start.
- Staff work well with other professionals to support children who have special educational needs and/or disabilities. They provide targeted plans to support their individual needs.
- The manager supports staff well through supervision meetings. Staff share information gained from attending training courses with other staff to provide consistency in teaching skills. Recent training helps them to promote children's learning through stories.
- Children demonstrate positive behaviour. Staff encourage children to take an active part in establishing their own rules and boundaries. They give children gentle reminders, such as using their walking feet, to promote positive behaviour.
- Staff play alongside children and support their communication and language skills well. They listen to children's views and repeat words back to them, helping them to hear the correct pronunciation of words. Children make good progress in their learning.

### It is not yet outstanding because:

- Occasionally, staff do not organise children's activities well enough to make sure that all children are highly engaged and able to fully concentrate.
- Staff have not found highly successful ways to involve all parents in children's learning in the pre-school and at home.

## What the setting needs to do to improve further

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

- provide more opportunities for children to extend their levels of concentration and engagement to the highest levels
- strengthen strategies to involve parents more in children's learning in the pre-school and at home.

### 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, the provider and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

**Inspector**  
Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management is good

The manager evaluates the service she provides for children and their families. She gathers the views of parents, children and staff to help her to identify improvements that have a positive impact on children. Recent changes to the garden provide more opportunities for children to extend their learning outdoors, particularly for those children who prefer to learn outside. Safeguarding is effective. The manager shares a comprehensive range of policies with staff and parents. Recruitment for new staff is robust and the manager checks staff's ongoing suitability. Staff know the signs that may suggest a child is at significant risk of harm. They provide children with opportunities to learn about how to keep themselves safe. For example, children learn about how to evacuate the building safely when they hear the fire alarm.

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

Staff observe and monitor children's learning, and plan activities and experiences to help them to make good progress. Staff encourage children to develop their listening skills. They use electronic equipment and ask children to guess the different noises of animals and objects they select. Children confidently recognise the sound of a dog and helicopter. Staff follow children's interests and read stories to them about dinosaurs. They help children to extend their learning by encouraging them to build a cage around a toy dinosaur using wooden blocks. Children build and construct towers for a purpose. They solve problems when they negotiate how to put a roof on a cage.

### Personal development, behaviour and welfare are good

Staff help children to manage changes in routine. Children stop playing when staff ring a bell and wave their hands. They wait for instructions as to what they need to do next. Staff find out about children's allergies and medical needs when they first start, and meet these well. They ask children to help them to prepare snack, giving them a sense of responsibility. Children choose what healthy snack they would like and demonstrate their independence when they butter toast and put their plate and cup in a bowl when they have finished. Children demonstrate a good understanding of hygiene routines. For example, they ask other children if they have washed their hands prior to having a snack. Children demonstrate close relationships with staff and talk to them confidently about their needs and wants. They demonstrate that they are emotionally secure.

### Outcomes for children are good

Children are keen to arrive and start playing with the good range of toys and resources on offer. They use their fingers when singing nursery rhymes that include numbers and learn about subtraction. This demonstrates their mathematical skills. Outdoors, children enjoy going up and down the ramp on ride-on toys. This helps them to develop their balance and coordination. Children learn about technology and enjoy using a digital camera to take photographs during their play. They learn key skills in readiness for their move on to school.

## Setting details

<b>Unique reference number</b>	EY424044
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	1088114
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Bonby Pre-School Committee
<b>Registered person unique reference number</b>	RP520885
<b>Date of previous inspection</b>	2 May 2014
<b>Telephone number</b>	07841203697

Bonby Pre-School registered in 2011. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, one at level 4 and the manager holds a qualification at level 5. The pre-school opens from Monday to Friday during term time. Sessions are from 8.30am until 3.15pm. The pre-school offers an occasional breakfast club from 8am until 9am. It provides funded early education for two-, three- and four-year-old children.

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