

# Bishopdown Farm Community Preschool & Farm Friends



Greentrees Primary School, Sycamore Drive, Bishopdown, Salisbury, SP1 3GZ

<b>Inspection date</b>	27 March 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 and staff reflect on their practice to help maintain the good standards of care and learning they provide. They take account of the views of children and parents to help them make further improvements.
- Staff provide strong emotional support for children. This helps them to feel secure and settle quickly. Children are confident and highly independent learners.
- Teaching is consistently good, overall. Staff understand how children learn through playful experiences. Children respond well to their warmth and enthusiasm, and are keen to join in. Children make good progress in relation to their starting points.
- Staff accurately monitor individual children's development and they quickly identify children who require additional help. Support for children who have special educational needs (SEN) and/or disabilities is particularly good.

### It is not yet outstanding because:

- Staff sometimes miss opportunities, especially when children are initiating their own play, to extend children's mathematical skills to an even higher level.
- The manager does not make best use of tracking information to analyse differences in progress between groups of children, so any possible gaps can be reduced swiftly.

## What the setting needs to do to improve further

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

- support staff to extend children's learning of mathematical skills even further as they play
- strengthen systems to track and analyse the progress of groups of children, to help identify and address any emerging gaps in learning as quickly as possible.

### Inspection activities

- The inspector observed staff and children during indoor and outdoor activities. She discussed how staff support children's learning and monitor the progress they make.
- The inspector carried out a joint observation of an activity with the manager. They discussed how she assesses and improves the quality of teaching.
- The inspector looked at documentation, including children's records, evidence of staff suitability and training, policies and procedures, and improvement plans.
- The inspector held discussions with the committee chairperson and the manager.
- The inspector took account of parents' views from those spoken to on the day and from a recent pre-school questionnaire.

### Inspector

Rachel Edwards

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff receive training and are confident in recognising, recording and reporting any concerns about children. The committee understands and fulfils its responsibilities. The manager works closely with other agencies to help protect children from harm. The manager routinely observes staff practice and gives feedback to improve their skills and identify training needs. She makes highly effective use of additional funding when children need extra help. Partnerships with parents, other providers and external support professionals are strong. This significantly benefits children's welfare and learning, especially children who have SEN and/or disabilities.

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

Staff provide a range of activities and resources that interests children and encourages them to play imaginatively. For example, children busily gather ingredients and chat while they 'cook' in the mud kitchen. Children develop strength and control, such as when they balance along tyres or make patterns in soapy water with large brooms. Staff make the most of structured teaching opportunities each day. For example, they develop children's speaking and listening skills, and help them begin to link letters with the sounds they represent. Younger children enjoy using all their senses to explore a wide range of materials. For example, they delight in filling containers with water and discover it is very difficult to scoop water with a colander. Staff adapt activities well for different children's abilities. For example, a group of two-year-olds dress the 'weather monkey'. The activity is appealing, short and pitched at the right level, and children join in eagerly.

### Personal development, behaviour and welfare are good

Staff are good role models and they treat others with kindness and respect. They praise children's efforts and teach them how to use equipment, such as a sand timer, to manage minor disputes. Children behave well. For example, staff use picture cards to reinforce messages and help children understand the daily routine. Staff help children to lead healthy lifestyles. Children spend long periods playing in the fresh air, in the well-resourced outdoor play area. Staff encourage children to eat healthily and to manage their self-care independently, such as washing hands and putting on coats and boots. Children express great satisfaction when they manage these small tasks by themselves. Staff provide opportunities for children to learn about the similarities and differences between themselves and others. For example, they watch a video clip of Chinese New Year celebrations before making their own dragons.

### Outcomes for children are good

Children develop useful skills, in readiness for school. They are enthusiastic learners and count, sort and weigh equipment as they play. They enjoy looking at books and act out their favourite stories. They enjoy making marks and older children write their names. They are confident learners who listen attentively and play cooperatively with others.

## Setting details

<b>Unique reference number</b>	EY497938
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	1039565
<b>Type of provision</b>	Sessional 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 - 10
<b>Total number of places</b>	37
<b>Number of children on roll</b>	107
<b>Name of registered person</b>	Bishopdown Farm Community Pre-school Committee
<b>Registered person unique reference number</b>	RP901719
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01722 340596

Bishopdown Farm Community Preschool & Farm Friends registered in 2016. It operates from a building in the grounds of Green Trees Primary School in Bishopdown, near Salisbury, in Wiltshire. The pre-school opens on weekdays during term time, from 8.55am until 2.55pm. The committee also provides Farm Friends wrap-around care for children from Green Trees Primary and Junior Schools, which is available before school from 7.45am until 8.45am and after school from 3pm until 6pm. The pre-school receives funding to provide free early education for children aged two, three and four years. The committee employs 11 members of staff to work with the children. Six of the staff hold relevant qualifications at level 3, two hold relevant qualifications at level 2, and three are unqualified.

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