

Barbara Rose Pre-school

St Paul's Church Hall, Landford Way, Bournemouth, Dorset, BH8 0NY



Inspection date	19 April 2018
Previous inspection date	17 September 2015

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

- Children are happy and secure. Staff support them well to separate from parents and carers, which means that they soon settle and enjoy activities.
- Management places children's welfare at the heart of its practice. Arrangements for managing and monitoring any incidents are effective. Management reviews information effectively to prevent possible reoccurrence.
- Staff have a shared approach to children's learning. They have forged positive relationships with parents and other early years professionals to help to provide continuity of care and to support children's development.
- Staff teach and engage well with children as they play. They place a strong emphasis on developing children's communication and language skills.
- Children make good progress in their learning and development from their starting points, including those who have special educational needs and/or disabilities and those who learn English as an additional language.

It is not yet outstanding because:

- Not all staff question children as well as they could, to help children to think things through more and increase their learning.
- The manager does not include the views of children and parents, to make the best possible use of self-evaluation to identify more precisely improvements that will benefit children's future learning and development.

What the setting needs to do to improve further

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

- help staff to further develop their questioning to extend children's thinking and learning
- use self-evaluation more effectively by taking into account the views of parents and children, to help set more focused targets to improve the provision for children even further.

Inspection activities

- The inspector observed children and staff during activities indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to some members of staff and children at appropriate times during the inspection and held a meeting with the management team.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments.
- The inspector sampled a range of documentation, including safeguarding policies and records of children's learning, and checked evidence of the suitability and qualifications of staff.

Inspector

Rachel Cornish

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Management and staff have a good knowledge of child protection procedures. Management ensures that staff regularly practise emergency procedures with children. For example, they teach them how to evacuate the premises quickly in the event of a fire to help to maintain their safety. Management assigns staff to specific roles efficiently throughout the session. It monitors staff practice and identifies opportunities for professional development. For instance, management encourages staff to undertake training and receive information at staff meetings to keep their good knowledge and skills updated. For example, sign language training has had a significant impact on their ability to help children with speech and language difficulties. Management tracks the progress of individual children and identifies and addresses any gaps in learning swiftly.

Quality of teaching, learning and assessment is good

Staff are well qualified and reflect well on their good practice and teaching. They make effective use of observations and assessments. Staff share this information with parents well, such as at parents' evenings. They identify children's next steps in learning and plan activities around their interests. Planned activities engage, motivate and challenge children. For example, boys thoroughly enjoy engaging in putting together a skeleton jigsaw puzzle. This helps to extend their small-muscle skills. Children demonstrate good levels of concentration and persevere with tasks, for example, giving their dolls a bath to practise their hand-to-eye coordination. Staff help the younger and less able children with the use of signing techniques and visual images, which helps them to express their needs.

Personal development, behaviour and welfare are good

Children develop strong relationships with staff and other children. Older children work together to make a canal water system. They join up drainpipes, fill them with water and float balls down the pipes. Younger children enjoy exploring coloured rice and pasta with their hands. Staff are good role models for children, who behave well. They provide consistent, clear messages about rules and boundaries. Children develop good hygiene practices, such as handwashing, and they regularly engage in physical exercise and enjoy outdoor activities. Staff encourage children's independence, such as self-registering when they arrive and changing into their shoes before outside play. Children have a good range of experiences to develop their interest in the world, For example, parent visitors talk to the children about their job roles in the community.

Outcomes for children are good

Children develop good skills to support their future learning. For example, older children learn to count the number of children present at group time. Children benefit from close staff interaction and become immersed in play and learning. They learn valuable listening and recall skills through stories, songs and rhymes. Children understand daily routines and they follow staff instructions well.

Setting details

Unique reference number	100499
Local authority	Bournemouth
Inspection number	1126401
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	64
Name of registered person	Barbara Rose Pre-School Playgroup Committee
Registered person unique reference number	RP908450
Date of previous inspection	17 September 2015
Telephone number	01202 530644

Barbara Rose Pre-school registered in 1992. It is located in Bournemouth, Dorset. The pre-school is open during term time only from 9am to 3pm. The pre-school employs 14 members of staff. Of these, nine have an early years qualification at level 3 and three members of staff are qualified teachers.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

