

St Bernadettes Bees Pre School



Our Lady and Dominic Church, 71 Highview Road, Farnborough, Hampshire, GU14 7PT

Inspection date	21 May 2018
Previous inspection date	28 November 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Leaders have made significant improvements since the last inspection. All staff have had training in planning for children's next steps and child interactions. This has advanced their teaching skills and effectively improved children's ongoing development.
- Staff are kind and considerate. Children are settled and very happy. Staff understand the children's needs and provide them with good levels of emotional security.
- Staff plan interesting activities that encourage children to use language and develop skills of imagination. Staff observe children's development successfully, linking individual next steps in learning accurately into planning to help children make good progress.
- There is a strong partnership with parents, who speak highly of the staff and in particular the caring staff who know their children very well. Parents are pleased with the progress their children make in the pre-school and report their children are well prepared for school.
- Leaders and staff effectively use self-evaluation methods to identify areas for further development in the pre-school.

It is not yet outstanding because:

- Staff miss opportunities to encourage children whose home language is not English to hear and use their language fully, to represent and value their identity even further.
- While leaders track the achievements of individual children, they do not fully assess the information to identify the progress made by specific groups of children.

What the setting needs to do to improve further

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

- extend opportunities for children who speak English as an additional language to hear and use their home language
- build on current systems for monitoring children's progress, to track the progress made by specific groups of children, to identify where interventions can be more accurately targeted and raise levels of achievement further.

Inspection activities

- The inspector observed activities in the main base room and garden.
- The inspector carried out a joint observation with the manager and checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including planning and a selection of the setting's policies and children's records.
- The inspector held meetings with the manager and the chairperson of the parent management committee. She spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Anneliese Fox-Jones

Inspection findings

Effectiveness of the leadership and management is good

Leaders have worked hard to meet the actions set at the last inspection. Staff have recently completed training on managing behaviour, which has developed their confidence in dealing with children's behaviour and emotional well-being in a cohesive and consistent manner. Overall, staff track and assess individual children's development well to ensure they are making the best progress they can. Safeguarding is effective. Staff have a good understanding of their role in protecting children. They are confident in their knowledge and the reporting procedures to follow if they have any welfare concerns about children. The manager completes thorough recruitment and vetting procedures for all staff to ensure their ongoing suitability. Leaders offer staff good support, induction and supervisory meetings to help them to carry out their roles successfully. Staff liaise well with local teachers and relevant professionals to help ensure they are offering a consistent approach to children's development.

Quality of teaching, learning and assessment is good

Staff enable children to make independent choices about their play and learning. Children are happy and enjoy their time in pre-school. Children explore freely and staff follow the children's lead as they play. Staff's good teaching skills and interactions prompt children's thinking and learning. The organisation of resources and planned group time has improved to benefit children of differing ages and abilities. Staff support children to have good language skills and express themselves. Young children enjoy listening to stories and singing songs. They use their senses and enjoy manipulating dough and playing with rice and water. Staff provide good opportunities for children to develop their creative skills and resources are easily accessible to make marks, draw and paint.

Personal development, behaviour and welfare are good

Children are polite, well-mannered and kind. Staff effectively praise children to develop their understanding of good behaviour. Staff are positive role models and support children in following the 'golden rules'. Staff are organised effectively. They are vigilant in helping children to learn about their emotions, use good manners, to share and think about the needs of others. Children develop a strong sense of confidence and resilience in the pre-school. Staff offer good support to the children and encourage their social skills and independence well. For example, children confidently pour their own drinks and are encouraged to chat informally to their friends at snack times. Staff encourage children to be physically active. For example, all children have opportunities to play outside and enjoy running around, climbing and balancing on crates and soft bricks. Overall, children explore resources to help them learn about people, communities and cultures.

Outcomes for children are good

Children make good progress from their starting points, including those who need extra support. They extend their understanding of mathematics. For example, they talk about 'big' and 'small' as they pour rice into bottles. Children are becoming confident learners, particularly in their literacy development. For example, they enjoy looking at books with

staff and older children show increasing skills in linking letters together to make words. Children are ready for their next steps in learning and are well prepared for school.

Setting details

Unique reference number	EY431092
Local authority	Hampshire
Inspection number	1119524
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	48
Number of children on roll	72
Name of registered person	Saint Bernadettes Bees Pre School Committee
Registered person unique reference number	RP907207
Date of previous inspection	28 November 2017
Telephone number	01252 377510

St Bernadettes Bees Pre School registered in 2011. It is run by a voluntary parent management committee. The pre-school receives funding for the provision of free early years education for children aged two, three and four years. It opens on Monday to Friday, during school term times only, from 8.30am to 3pm. There are nine staff. Of these, one holds a qualification at level 6, five hold a qualification at level 3 and two hold a qualification at level 2.

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