

Beaufort Community Association Childcare



Beaufort Community Centre, Beaufort Road, BOURNEMOUTH, BH6 5LB

Inspection date	6 June 2018
Previous inspection date	6 November 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 has a secure vision and is committed to ongoing improvement. She gains the views of parents, staff and children to set targets that improve children's outcomes.
- The manager and staff provide good support to children's social and emotional development. They listen to children with sensitivity and help them to recognise and understand their feelings and those of others.
- The strong key-person system means staff build an effective knowledge of children's care and learning needs. Children have close attachments with staff and settle in well.
- Staff provide engaging and exciting learning experiences. Children are extremely keen to explore and try out things in the welcoming and stimulating environment. The recently developed outdoor play area is well resourced and children thoroughly enjoy their outdoor experiences. Children develop new skills quickly in readiness for school.
- Children behave well. Staff are positive role models and actively encourage children to use good manners and to be kind and considerate.

It is not yet outstanding because:

- Systems for supporting the professional development of staff are not targeted as well as possible to raise the quality of teaching to a consistently high level.
- Sometimes, staff do not take every opportunity to challenge and extend children's problem-solving and thinking skills to the highest levels.

What the setting needs to do to improve further

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

- strengthen staff supervision arrangements to focus more precisely on supporting staff to develop their teaching practice to a consistently high level
- make use of all opportunities to challenge children and encourage them to think, solve problems and come up with their own ideas.

Inspection activities

- The inspector had a tour of the premises and reviewed the safety measures staff use to keep children safe and secure.
- The inspector conducted a joint observation with the manager.
- The inspector observed staff's interaction with the children and held discussions with them about children's learning and development outcomes.
- The inspector held a meeting with the manager and reviewed relevant documentation, such as those relating to safeguarding children, recording accidents and complaints, and staff suitability and qualifications.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Jacqueline Good

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures staff have a good understanding of the setting's safeguarding policies. As a result, they know how to respond to and report concerns about the welfare of children. Recruitment procedures are stringent and regular checks on current staff confirm their suitability to work with children. The manager carefully monitors the progress of all children, including different groups. Children are encouraged to make the best possible progress and any achievement gap is narrowing. Staff access a variety of training courses that helps to refresh their knowledge, for example, of how to manage children's challenging behaviour. The manager and staff work well with teachers at the adjacent school. Together, they ensure they prepare children emotionally for school. Parents comment positively on the friendly staff, the good progress their children make and the support families receive if facing challenging personal situations.

Quality of teaching, learning and assessment is good

Staff carry out regular observations and assessments of children's development. They use this effectively to plan activities and experiences based on children's interests and next steps in learning. Staff talk and interact well with children as they play. They support children's communication and language development well. Children are imaginative in their play. For example, they wash toy animals in a water pool outside, go on shopping trips and make pretend cups of tea. Children especially enjoy transporting water along bamboo canes outdoors using a variety of containers, such as buckets and funnels. They develop coordination and control of their bodies as they dig in the sand, mix paints and paint stones. Children develop early literacy and numeracy skills well as they share books with staff and freely access a range of mark-making and number activities.

Personal development, behaviour and welfare are good

Children have regular opportunities for physical exercise and engage in outdoor activities. Children develop very good risk assessment skills as they navigate around obstacles and show good control of their bodies. Staff support children to understand their emotions and help them to share well. For example, they suggest using the sand timer to take turns with favourite items. Children learn about people and different communities, for example, through resources, books and engaging in planned events. Children who speak English as an additional language are supported well to develop their communication skills and make good progress.

Outcomes for children are good

All children make good progress given their starting points and capabilities. They have regular opportunities to recognise their names in print and name the letters. Children have good social skills and begin to take turns. They play well alongside others and communicate confidently, seeking adults out for support when required. Children demonstrate wonderful imaginations. For example, they change the words of a well-known song. They acquire good skills and positive attitudes to support their future education.

Setting details

Unique reference number	100433
Local authority	Bournemouth
Inspection number	1069999
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 - 8
Total number of places	42
Number of children on roll	27
Name of registered person	Beaufort Community Association Committee
Registered person unique reference number	RP522019
Date of previous inspection	6 November 2014
Telephone number	01202436177

Beaufort Community Association Childcare registered in 2001. The group is run by the committee of Beaufort Community Centre in Southbourne, Dorset. The pre-school opens Monday to Friday from 9am to 3pm, during term time. There is a breakfast and after-school club that opens Monday to Friday from 8am until 9am, and from 3pm to 6pm during term time. The holiday club is open Monday to Friday from 8am to 6pm during school holidays. A team of nine staff work on a rota basis with the children and of these, seven hold a recognised early years qualification. The pre-school receives funding to provide free early education for children aged two, three and four years.

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