

Bourton on the Water Pre School and OSC



Bourton On The Water CP School, School Hill, Cheltenham, GL54 2AW

Inspection date

29 June 2018

Previous inspection date

16 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

- Staff observe children and assess their progress. They challenge children effectively so that they reach the next stage in their learning. Children make good progress.
- Staff give children's personal, social and emotional development a high priority. Children are happy and settled. Relationships between staff and children are very good.
- Children readily engage in conversation with staff and express themselves well. Staff support children in developing their vocabulary and their thinking skills.
- Children play with a variety of resources that helps them to develop skills that result in good pencil control and successful use of tools, such as scissors.
- Staff provide a good variety of activities for children who prefer to play and learn outdoors. Children confidently make decisions about their play.
- Leadership and management are effective in providing staff with support and guidance so that they have a good understanding of how to protect children from harm and promote their learning.

It is not yet outstanding because:

- Staff do not fully support children's learning with regard to different traditions, families and communities beyond their own experience.
- Staff do not make the most of opportunities to teach children about how good practices with regard to exercise and eating can contribute to their ongoing good health, and the effects of activity on their bodies.

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 to gain a greater awareness of similarities and differences in society and a broader understanding of different people in the wider world
- improve practice for raising children's understanding about how good practices with regard to exercise and eating can contribute to their ongoing good health, and the effects of activity on their bodies.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager and discussed teaching methods with her.
- The inspector held meetings with the provider, manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector took account of parents' views.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Recruitment, selection, induction and staff supervision procedures meet requirements. Staff address children's welfare well. They complete training to keep their safeguarding knowledge up to date and all hold current paediatric first-aid certificates. Staff are aware of the signs of children at risk from abuse and neglect, and they know the referral procedures to follow if they are concerned about a child. Staff are aware of the duty to prevent children from being drawn into situations that may put them at risk. The pre-school operates in safe premises that are part of the school. The school grounds are secure. The provider and manager monitor the provision and work with staff to identify areas for improvement. Most recently, this has resulted in a change to the assessment and tracking of progress records. A current priority is to extend the current good links between the pre-school and the school.

Quality of teaching, learning and assessment is good

Staff support children well so that they acquire skills and a capacity to learn to reach the next steps in their learning. Children interact confidently with staff and their friends. Staff offer good support as younger children extend their vocabulary and begin to form simple sentences. Older children decide upon their favourite song to sing while all children sit together at circle time. Staff help younger children to make decisions by providing picture cards that represent the most popular songs. They ensure that a good variety of creative play materials is easily accessible to children in the playroom and in the outdoor play area. Children make marks in different ways. For example, they notice the marks that they can make as they move vehicles through sand and they use paint to create handprints on large sheets of paper that are attached to the fence.

Personal development, behaviour and welfare are good

Children enjoy their learning in a welcoming and stimulating environment. They understand behaviour expectations, such as sharing, taking turns and showing consideration for others. They behave well. Staff boost children's self-confidence, for example, through praise for their efforts and achievements. Staff provide a healthy snack and ensure that children are physically active each day. Children learn good hygiene practices and how to manage their self-care needs independently. They enjoy visits to an area of woodland in the school grounds and staff support their learning about the natural world. Children are excited when they turn over rocks and discover bugs underneath.

Outcomes for children are good

Children's learning builds well on what they already know and can do. They make good progress in readiness for the move on to school. Children learn to manage simple tasks for themselves. For example, some children choose to take off their shoes and put on boots before playing with water in their mud kitchen. Children count while they play and use mathematical language. They are learning that numbers represent quantities and letters represent sounds. Some children understand adding and subtracting.

Setting details

Unique reference number	EY466402
Local authority	Gloucestershire
Inspection number	1132068
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	32
Number of children on roll	42
Name of registered person	Bourton-On-The-Water Primary Academy
Registered person unique reference number	RP911126
Date of previous inspection	16 September 2015
Telephone number	01451820458

Bourton on the Water Pre School and OSC registered in 2013. The setting employs six members of childcare staff. Of these, two staff hold qualified teacher status, one is qualified in early years at level 4 and three are qualified at level 3. The setting opens from Monday to Friday, all year round and sessions are from 8am until 6pm. It provides funded early education for two-, three- and four-year-old children.

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