

# Blunsdon Pre-School Ltd

Blunsdon Village Hall, Swindon SN26 7AR



<b>Inspection date</b>	2 October 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 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

### The provision is good

- Leaders have developed effective systems to support staff. For example, staff have regular supervision and team meetings. Leaders closely observe and monitor staff's teaching practice, making sure they support children's individual needs well.
- Leaders and staff establish effective partnerships with parents. They involve parents in their children's learning. Staff use various strategies to keep parents informed about their child's progress and share ideas about extending learning at home.
- Children behave well and staff are good role models. For example, they help children understand how to take turns, share and be kind to others through having clear expectations and boundaries. Children share their understanding that following the 'golden rules' helps keep their friends safe and happy.
- Leaders establish strong relationships with teachers from the linked school, providing consistent support for children as they prepare to move on to school. They work closely with other professionals involved in children's care, learning and welfare to ensure all children make good progress.

### It is not yet outstanding because:

- At times, staff do not always consider the effect of continuous background noise, such as a loud music on children's emerging listening and communication skills.
- Staff do not consistently organise some activities or changes between activities effectively to maintain children's learning.

## What the setting needs to do to improve further

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

- reduce the levels of background noise in the environment to support children's developing communication and language
- review the organisation of some activities and routines in particular, to support children further to remain more interested and engaged in all learning opportunities.

### Inspection activities

- The inspector observed activities and the quality of teaching throughout the pre-school.
- The inspector held discussions with the leadership team. She spoke with children and staff at appropriate times.
- The inspector looked at a sample of documentation, including staff suitability checks, policies and procedures. She viewed planning records and documentation relating to children's progress.
- The inspector took into account the views of parents.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.

### Inspector

June Robinson

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and staff have a good understanding of child protection issues and the procedures to follow if they have concerns about a child. Leaders have a secure knowledge of following safe recruitment guidelines to ensure new staff are suitable and to check that existing staff remain so. The well-qualified staff access professional development opportunities to enhance their skills further. For example, staff have used their knowledge from training to support children's emerging literacy skills. The manager has a clear understanding of the strengths of the setting and the areas she wishes to develop further. Leaders and staff monitor children's achievements carefully. They make effective use of information about children's progress to make changes where they identify weaker areas in learning. Leaders use funding effectively to ensure any gaps in learning quickly narrow.

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

Staff have a good understanding of all children's interests and learning needs. They provide effective support as children engage in their activities. Staff support children to develop good mathematical skills. For instance, they challenge children during baking activities to make predictions of how many spoons of flour they think they will need to reach a measured amount. Staff support children effectively to make discoveries of how ingredients change, such as when they add liquid to dry ingredients to make 'hedgehog' bread. They encourage children effectively to develop a wide vocabulary. For example, they explain the meaning of new words they introduce to children, such as 'knead' when they manipulate bread dough.

### Personal development, behaviour and welfare are good

Staff support children to understand about the similarities and differences between themselves and other people. For instance, they work in effective partnerships with parents to develop attractive family tree displays of children and their family members. Children are helped to develop an effective understanding of how to keep themselves safe. For example, they complete simple assessment forms of the outdoor environment. Children develop good levels of self-esteem through the praise they receive for their achievements. For example, children displayed a huge sense of pride as 'wow vouchers' were celebrated by staff and other children. They have good opportunities to be outdoors on a daily basis to practise their physical skills.

### Outcomes for children are good

Children receive effective support to develop the skills they need for their future learning and the eventual move to school. They are motivated learners and show good levels of curiosity. Children concentrate and listen attentively during adult-led group activities. They develop good early literacy skills and recognise rhyming words they hear in simple verses and are able to segment the sounds in simple words and blend them together.

## Setting details

<b>Unique reference number</b>	EY538118
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10076851
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Covingham Roundabout Preschool Limited
<b>Registered person unique reference number</b>	RP903433
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07547 502204

Blunsdon Pre-School Ltd registered in 2016. They operate from Blunsdon Village Hall, Swindon, Wiltshire. The pre-school opens Monday to Thursday from 8.30am to 3pm and Friday from 8.30am to 1pm during school term times only. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are five members of staff working with the children. Of these, all hold relevant qualifications at level 3 and above.

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