

Bassingham Pre-School and Treetops

Lincoln Road, Bassingham, Lincoln LN5 9HQ



Inspection date

17 October 2018

Previous inspection date

27 February 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- The manager is knowledgeable and hard working. She has high expectations and is committed to improving outcomes for children. She is supported well by an enthusiastic staff team and committee. Since the last inspection the manager has addressed all the actions and recommendations successfully.
- The qualified staff know their key children well and regularly observe them. They use this information to plan for children's next steps in learning and development. This helps to ensure children make consistently strong progress, given their capabilities and starting points. This includes children who have special educational needs (SEN) and/or disabilities and those for whom the pre-school receives additional funding.
- Children clearly have strong attachments with staff and show that they feel safe and emotionally secure. They demonstrate high levels of confidence, happiness and self-esteem. Children make visitors feel extremely welcome and on occasions, invite them into their play.
- The manager has developed strong partnerships with the host school and this results in children having a very positive transition into school when the time comes.
- Staff work well with parents to help engage them successfully in their children's learning. They effectively use online journals to update parents regularly about their children's achievements and give helpful ideas to support further learning at home.

It is not yet outstanding because:

- The performance management programme is not yet fully embedded to raise the quality of practice to an even higher level.
- At times, staff do not organise some group activities well enough to help all children remain fully interested in learning.

What the setting needs to do to improve further

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

- strengthen the programme for the performance management of staff to help develop their skills and raise the quality of practice to an even higher level
- review the organisation of some group activities to help all children remain well focused on their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector
Sharon Alleary

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge of safeguarding matters and are clear about the reporting procedures to keep children safe. Vetting procedures for staff and committee members are thorough. Effective systems for recruiting new staff are in place to help ensure they are suitable to work with children. Management welcome opportunities for staff to undertake higher qualifications. Overall, staff have good opportunities to continue their professional development. For example, staff speak positively about recent behaviour management training. The manager has developed positive relationships with other settings and professionals involved in children's care, which helps to maintain continuity in care. The focused improvement plans include feedback from the committee, staff, parents and children. These help to target and address areas for improvement well.

Quality of teaching, learning and assessment is good

Staff provide adult-guided opportunities to help develop children's small-muscle skills. For example, staff show children how to use scissors and knives to cut spaghetti, potatoes and apples. Children revisit this activity by choice to play with the spaghetti. This helps to consolidate their previous learning. Children have vivid imaginations, making a petrol pump out of pine cones, a length of string, a construction block and a traffic cone. Staff seize spontaneous opportunities to teach children about the natural world. They show children a nest and use discussions and well-placed questions to encourage children to extend their speaking skills. Staff subtly introduce mathematics, supporting children to compare lengths of hay as it unfurls from the nest.

Personal development, behaviour and welfare are good

Staff provide a clean, welcoming environment with interesting resources where children investigate and try out their own ideas independently. Staff encourage good hygiene routines. They ask children, 'why do we need to wash our hands?' Children reply, 'because of the germs'. Staff choose children to be the 'special helper' for the day. Their job is to prepare the fruit and vegetables for snack. This gives children a sense of responsibility and promotes their personal, social and emotional development. Staff provide a superb range of opportunities for children to learn about people who help us and the local community. This is reinforced through visits into the community and visitors invited into the pre-school, such as doctors and fire officers.

Outcomes for children are good

Children practise their physical skills and have plenty of opportunities to ride bicycles in the outdoor space. Children respond well to staff and develop positive relationships with each other. They demonstrate good behaviour. Children enjoy music and movement sessions and willingly join in with the actions to songs. This helps to develop their expressive arts skills. They 'read' a book to the staff. This is the beginning of early reading skills. Children develop their independence as they carry out simple tasks for themselves, including managing their own personal care routines and pouring their own snack time drink. Children become motivated learners and actively develop the skills they need for future learning, including school.

Setting details

Unique reference number	253561
Local authority	Lincolnshire
Inspection number	10080372
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 11
Total number of places	44
Number of children on roll	35
Name of registered person	Bassingham Pre School Committee
Registered person unique reference number	RP904770
Date of previous inspection	27 February 2018
Telephone number	01522789492

Bassingham Pre-School and Treetops registered in 1992. The pre-school employs 11 members of childcare staff. Of these, one holds an appropriate qualification at level 6, two at level 5, one at level 4, four at level 3 and one at level 2. The pre-school opens from Monday to Friday during term time. Pre-school sessions are from 9am to 3pm. The Treetops club opens from 8am to 9am and from 3.15pm to 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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