

Bridgerule Early Years

Bridgerule C of E VC Primary School, Bridgerule, HOLSWORTHY, Devon
EX22 7EN



Inspection date

23 January 2019

Previous inspection date

7 December 2015

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

This provision is good

- Parents speak highly of the pre-school. They feel that children are well cared for within the small nurturing group. Staff keep parents well informed of the daily activities and give regular progress updates.
- Children are motivated by an exciting learning environment with a range of activities to develop their skills. They are inspired by the textures of ice in the water tray and jelly for slime, related to recent stories.
- Staff know the children, parents and extended families well. Children settle quickly and are actively engaged throughout the session.
- Children's behaviour is good. Children know the rules and expectations. They support each other and are able to sort out small differences of opinion independently.
- Younger children are well supported and learn from the older children. They are developing counting, language and turn-taking skills from an early stage. For example, older children show the younger children how to use the timer and take turns on the bicycle.
- Children concentrate well and persevere at tasks independently. Staff create an environment where children use writing tools, sticking tape and craft resources to creatively extend their ideas and compare them with their friends.
- Staff extend children's vocabulary well. They use children's ideas to introduce new words and concepts. For example, at the dough activity, they talked about the spiral of a snail shell and the prongs of a fork used to create textures.
- Children make good progress from their starting point. Staff plan effective next steps to support new learning and ensure that activities relate to the children's interests.
- Staff do not consistently use all opportunities to maximise learning. During transitions, children are sometimes waiting when they could be actively engaged in learning activities.
- Leaders are starting to self-evaluate what they do well. However, they would benefit from further consideration of how the community and parents' voices could be used further to support new learning opportunities.

What the setting needs to do to improve further

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

- ensure that when there are changes in activities, all opportunities are used to maximise children's learning
- consider how to further develop wider community links, in order to enhance children's learning experiences.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed joint observations with the pre-school leader.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector sampled a range of documents, including suitability checks, children's records, and policies and procedures.

Inspector
Dilys Vincent

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of what to do if they have a concern about a child's well-being. There are robust systems for the recruitment and vetting of staff. There is an effective induction support programme for all new staff. The provider ensures that there are opportunities for staff to access professional development linked to their needs and areas identified for development. Staff access regular supervision and there is an effective appraisal system. Staff carry out regular risk assessments of the premises and ensure that they provide a safe, hygienic and secure environment. The manager regularly reviews the quality of the provision and the progress children make. Any gaps in children's learning and development are quickly identified and swift action is taken so that children receive the support they need.

Quality of teaching, learning and assessment is good

Children settle quickly when they first start at the pre-school and this has a positive impact on the progress they make. Staff make accurate assessments and they plan next steps effectively within an environment that inspires children to learn new skills and knowledge. For example, children explored two different lumps of coloured dough, one smelling of chocolate and the other of paprika. Children talked about the smells and related them to previous experiences. They used tools to mould and cut the dough, shaping it into objects inspired by recent stories they had listened to. Adults model next steps in play, and they support children to think about how to complete tasks. Adults give children opportunities to make choices and to develop their own ideas, for example what resources to use and how to stick materials together. Children with additional needs are well supported with individualised plans and opportunities to practise the skills they need to develop further. Children learn about healthy choices and how to recognise their needs. Effective partnerships with other settings enable staff to share progress and provide consistency for the children.

Personal development, behaviour and welfare are good

Children are excited to come to the pre-school. They greet adults with enthusiasm and settle quickly to the different tasks available. Staff ensure that children are well supervised, and they provide warm and nurturing support with all interactions. Younger children are incredibly confident and engage in all aspects of activities, inside and outside, needing limited reassurance while exploring. Outside, children play, develop social skills and build relationships in small and larger groups. For example, a group of children enjoyed a story read by a child while two other children used the monster stilts to act out part of the story. Children heard the sounds of transport outside and worked together to find the matching pictures of different types of transport along the fence.

Outcomes for children are good

Children make good progress and develop key skills for future learning and their move to school. They develop skills to support writing, and they are able to count, order and match numbers as part of their play. Children are able to explain their thoughts effectively, and they confidently try to solve problems by themselves. For example, they worked out how to stop a ball rolling under the chairs and tables.

Setting details

Unique reference number	EY416736
Local authority	Devon
Inspection number	10062558
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	0 - 4
Total number of places	12
Number of children on roll	21
Name of registered person	Bradford Pre-School Nursery Committee
Registered person unique reference number	RP517811
Date of previous inspection	7 December 2015
Telephone number	07879955874 01288381366

Bridgerule Early Years pre-school registered in 2010 and is managed by a voluntary committee of parents. It operates from the village school in Bridgerule near Holsworthy, Devon. There are three members of staff working at the setting; all have early years qualifications at level 3. The setting is open during term times on Monday, Wednesday and Friday from 9am to 3pm. The setting provides funded early education for children aged two, three and four years.

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