

Bright Horizons Playgroup & Pre-school

Westbury-on-Severn C of E Primary School, The Village, Westbury-on-Severn, Gloucestershire GL14 1PA



Inspection date	13 February 2019
Previous inspection date	18 May 2016

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

- Staff form positive relationships with children and provide them with a range of interesting activities that children enjoy. Their constant praise and encouragement throughout activities and routines enables children to develop their self-esteem and become confident learners. All children make good progress from their starting points, including those in receipt of additional funding.
- Staff manage children's behaviour well. For instance, they distract younger children from unwanted behaviour and remind older ones how to play nicely to help them learn how to treat others. They reinforce good behaviour with praise. Children behave very well.
- Partnerships with parents and the host school are strong. Staff have a very good relationship with parents, carers and teachers and share information about the children in their care. This helps support continuity in children's care and learning.
- Leaders and staff reflect on practice to identify areas to improve children's learning. For example, they have reorganised the storage of creative resources so that children have more independence to develop their creative ideas. All recommendations from the last inspection have been met.
- At times, staff do not provide consistent opportunities for children to do things for themselves and learn new skills, for example, at mealtimes and when dressing to go outside.
- Staff do not consistently plan focused activities meticulously enough, to extend and challenge children and provide highly effective learning experiences for all children.

What the setting needs to do to improve further

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

- extend the opportunities for children to do more for themselves, to develop their independence and gain new skills
- focus activities more meticulously, to consistently provide highly effective learning experiences for each child.

Inspection activities

- The inspector observed activities and staff interactions with children playing and learning indoors and outdoors and assessed the impact this has on children's learning.
- The inspector reviewed a range of documentation, including samples of policies and procedures, children's records and evidence of staff suitability.
- The inspector spoke with children, parents and staff at appropriate times and took account of their views.
- The inspector held discussions with the play leader and chair of the committee about future development plans.
- The inspector invited the play leader to carry out a joint observation.

Inspector

Jan Harvey

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff understand how to recognise if a child is at risk and what procedures to follow if they have a concern. They regularly attend child protection training to keep their knowledge current. Staff complete regular checks to ensure children stay safe. For example, staff routinely check the classroom after older pupils from the host school have used it, to identify anything that might cause a risk to younger children. The playgroup committee supports the dedicated staff in their roles. For example, they are supported to attend training and attend network meetings to help improve children's learning and share ideas. The play leader monitors the assessments of children's progress effectively to help her identify any gaps in learning and, where necessary, provide targeted support to individual or groups of children.

Quality of teaching, learning and assessment is good

Staff support children to develop a good understanding of growth and change in the natural world. For example, children are thrilled to find three tiny seedlings growing in the sand pit. They carefully examine one and look keenly at the root and stem systems and are encouraged to look at it under a magnifying glass. Children use their imaginations well. For instance, they place plastic food in various toy kitchen appliances. They work out what the recipe needs and talk about the possibilities available to them, such as whether they have the space in their pans to mix soup or not. Staff provide many opportunities to develop early counting skills. For example, children count and compare the size of sand pies and thoroughly enjoy lively counting rhymes.

Personal development, behaviour and welfare are good

Staff allow children to take suitable risks so that they develop their confidence and physical skills and learn to manage their own safety. For example, children know not to push other children balancing on planks or throw sand at anyone. Staff enhance children's social skills by encouraging them to share their discoveries with others. For example, as they enjoy exploring the mud kitchen and discovering tiny insects. Children learn to listen to others and take turns in games and using equipment, such as programmable toys. Staff support children's awareness of a healthy diet and the benefits of a healthy lifestyle effectively. For example, staff provide long periods of time for children to play outdoors in the fresh air.

Outcomes for children are good

Children are well prepared with the skills they need for the next stage in their learning and their move to school. They display good social skills for their age. They show a great awareness of the needs of others and freely share and take turns with resources. Overall, they develop good independence in their personal care routines. Children enjoy exploring books and listen attentively to stories. They are inquisitive and ask questions. Children develop good physical and coordination skills. For example, they skilfully create an assault course from crates and planks and travel around the course, balancing well.

Setting details

Unique reference number	101767
Local authority	Gloucestershire
Inspection number	10063082
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	12
Number of children on roll	9
Name of registered person	Bright Horizons Committee
Registered person unique reference number	RP905281
Date of previous inspection	18 May 2016
Telephone number	07523184868

Bright Horizons Playgroup and Pre-school registered in 2001. It operates from a room in Westbury-on-Severn Church of England Primary School, in Gloucestershire. The playgroup opens on Mondays and Wednesdays from 9am to 1pm during term time. There are two staff employed to work with the children, both of whom have early years qualifications at level 3. The playgroup is funded to provide free early education to children aged two, three and four years.

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