

Bassingbourn Pre School

Stepping Stones Children's Centre, Brook Road, Bassingbourn, ROYSTON,
Hertfordshire SG8 5NP



Inspection date	14 February 2019
Previous inspection date	25 February 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

- Children with special educational needs and/or disabilities are supported extremely well and staff quickly identify the areas that they need further support in. Staff work closely in partnership with parents and other professionals to maximise the support that is offered to children and their families. As a result, all children make good progress from their initial starting points.
- Children are offered a broad range of opportunities to learn. Staff take on board children's ideas for activities that they would like to try. The pre-school is very well resourced and children's interests are identified by staff effectively. This helps the children to remain motivated and focused as they learn.
- Staff support children's behaviour effectively. Children develop their sharing and turn-taking skills positively. Overall, they behave very well at the pre-school. Staff successfully implement and consistently use appropriate strategies to support those children who struggle with their behaviour.
- Children are well prepared for their move on to school. Staff support children with age-appropriate routines. They encourage children to complete tasks independently, such as putting on their coats by themselves. Staff aid children with their transitions effectively. For example, they take the older children for story time sessions at the neighbouring primary school to help them become familiar with their new surroundings.
- Staff do not always use questioning effectively to encourage older children to explore and predict why things happen.
- Children do not always develop a strong enough understanding of why the rules that they have to follow are in place.

What the setting needs to do to improve further

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

- make the most of opportunities to use questioning effectively so that older children can share their thoughts and ideas and extend their learning even further
- explain the reasons for the rules that are in place consistently so that children can gain a better understanding of why it is important that they follow them.

Inspection activities

- The inspector had a tour of the premises inside and outside.
- The inspector observed the quality of the teaching and interactions throughout the pre-school. She spoke to the staff and the children at appropriate times throughout the inspection.
- The inspector and the manager jointly observed a planned activity. They discussed the quality of the teaching and the impact of this on children's learning.
- The inspector spoke to parents of children who attend the pre-school. She took their views into consideration.
- The inspector looked at a range of documentation. This included policies, staff suitability documents and children's learning records.

Inspector

Jennifer Hardy

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a strong understanding of who to report their concerns to regarding children's welfare. They recognise the potential signs of abuse and possible signs of radicalisation. Parents are kept informed of their children's progress. Staff communicate well with them regarding children's next steps. This helps parents to support their children's learning further at home. The manager holds regular discussions with staff about their practice and the progress children are making. She shares information with staff at other settings children attend. This supports the continuity of their care and development. The manager uses additional funding that the pre-school receives appropriately. Staff receive relevant training which helps them to support all of the children effectively. The manager updates the policies in place regularly. The supportive committee members work closely with the manager. They help her to reflect positively and implement changes to improve the service that the pre-school offers.

Quality of teaching, learning and assessment is good

Staff act as positive role models for the children. They skilfully assist children who need more help to focus as they learn. Staff support children to develop their confidence. For instance, they encourage children to come and speak to their friends about the items they have brought in from home. Staff recognise that not all children learn in the same way. They adapt the activities appropriately, which helps children make the most of the opportunities on offer. Staff assess children's progress regularly. They set children appropriate and achievable next steps in their learning, which helps them continue to make good progress.

Personal development, behaviour and welfare are good

Children develop their social skills during snack time confidently. They sit and talk to each other about the food they are eating. Even the youngest children serve themselves milk at snack time. They independently pour their drinks carefully into their cups. Staff support children's needs well. Children form strong relationships with the staff and turn to them for reassurance and support when they need it. Staff support children effectively to accept the differences between themselves and others. Children speak kindly to their friends and invite others to join their games. They show pride in their achievements and staff praise them readily. Children settle into life at the pre-school quickly and demonstrate that they are happy to be there.

Outcomes for children are good

Children enjoy joining in with familiar songs. They sing and take part in the actions enthusiastically. Children confidently explore outside. They develop their larger muscles, for example as they enjoy kicking footballs. Children learn to make marks and begin to form the letters in their names. Older children learn about letters and the sounds they make. Children develop an understanding of how technology works. For instance, they use tablets to complete interactive mathematical games. Children enjoy being creative. They explore what happens when they mix different colours of paint together. Children create artwork using scissors and glue. They speak proudly to visitors about the heart-shaped pictures they make as part of a Valentine's Day activity.

Setting details

Unique reference number	221917
Local authority	Cambridgeshire
Inspection number	10062088
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	48
Number of children on roll	73
Name of registered person	Bassingbourn Community Playgroup Committee
Registered person unique reference number	RP519032
Date of previous inspection	25 February 2016
Telephone number	01763 250484

Bassingbourn Pre School registered in 2000. The pre-school employs 17 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or above. The pre-school opens from 8.45am until 2.45pm Monday to Friday, during term time only. It provides funded early education for two-, three- and four-year-old children.

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