

# Bircotes Pre-School

Thoresby Close, Bircotes, Doncaster DN11 8RJ



<b>Inspection date</b>	7 March 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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 make good use of their observations and accurate assessments of children's development to help make future learning experiences meaningful and challenging. They provide activities that are accurately matched to children's individual needs and promote their good progress.
- The pre-school is extremely welcoming and inclusive. Staff work sensitively with children with special educational needs and/or disabilities (SEND). They plan precisely for their learning and develop strong partnerships with outside agencies. This ensures that all children make good progress in relation to their starting points in learning.
- Staff build close working relationships with parents to support children in a consistent manner. They share information with them regularly, such as by sharing children's learning records.
- Children's behaviour is very good. Children value and respect each other and are polite to staff. Older children are very patient with younger children and there is a very positive atmosphere that benefits all children who attend.
- Leaders are reflective. They continually seek and implement new ideas to help them to improve and maintain good-quality provision for children. They provide effective training and innovative support for staff to enhance their knowledge.
- Adult-led activities are not consistently highly focused or targeted in order to provide individual children with the highest levels of challenge to help them achieve as much as they can.
- Occasionally, some staff do not give children time to think about how to respond to questions and share their ideas when extending their learning further.

## What the setting needs to do to improve further

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

- enhance the planning of adult-led activities to help provide highly targeted experiences which challenge every child to achieve at the highest levels possible
- enhance teaching skills further and provide children with enough time to think, respond and share their ideas when challenging them in their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has 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. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

#### Inspector

Lianne McElvaney

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge and understanding of the possible signs, symptoms and indicators of abuse and neglect. They know the referral procedure well. Staff regularly check the environment for risks and take suitable action to reduce the possibility of harm to children. The programme for the support and monitoring of staff development helps to enhance staff's teaching. For example, staff have begun to critique each other's work to share their knowledge and expertise. This helps to secure good-quality teaching. Clear systems are in place to monitor the progress of all children. The manager meets regularly with staff and scrutinises children's assessment records. Additional funding is used to purchase interactive story sessions to support children's communication skills effectively.

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

The well-qualified staff team know children well. They use their good knowledge of children's interests as a platform to plan activities to enthuse children. For example, children enjoy cooking with real vegetables in the role-play kitchen. The manager works alongside staff and observes and provides feedback on the quality of teaching, learning and assessment. Children are provided with creative resources, such as malleable dough, to explore. This ignites their curiosity and children remain engaged in the interesting activity for a sustained period of time. Children who have SEND are supported very well through good partnership working with other professionals. Advice received is threaded effectively into planning and ensures that children receive a consistent approach from all adults working with them. All children practise using different languages, which supports the inclusion of children who speak English as an additional language. Staff provide children with good challenges to enhance their learning. For example, they are encouraged to count the 'cakes' they have made from dough.

### Personal development, behaviour and welfare are good

An effective key-person system is in place and staff understand the unique, individual needs of all children. Children benefit from daily fresh air, exercise in the well-resourced outdoor area and eat a range of healthy foods. Staff are positive role models. They use age-appropriate methods and consistent rules and boundaries to promote children's good behaviour. Staff work closely with parents and share detailed information with them. This includes advice on how to extend their children's speech and language skills.

### Outcomes for children are good

Children make good progress during their time at the pre-school. This includes children who have SEND, children who speak English as an additional language and those who receive additional funding. Children grow in confidence and gain strong social skills. They are active and confident learners and independently initiate their own play. All children are supported to acquire the necessary skills to succeed in their future learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY543879
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10090253
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Bircotes Pre-school Committee
<b>Registered person unique reference number</b>	RP522545
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01302 745228

Bircotes Pre-school registered in 2016. The pre-school employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and seven at level 3. The pre-school opens Monday to Friday, term time only. Sessions are from 8.30am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

