

Barbara Rose Pre-school



St Paul's Church Hall, Landford Way, BOURNEMOUTH, Dorset BH8 0NY

Inspection date	9 May 2019
Previous inspection date	19 April 2018

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

- The management team and staff work well together to evaluate their practice. This has helped them make positive improvements. For example, they have introduced new planning systems to help them provide more focussed activities to support children's learning. In addition, staff have changed the arrangements for mealtimes to help children feel more settled and promote their socialisation skills effectively.
- Parents say staff are caring and friendly and involve them in their children's learning. For instance, staff provide regular communications about the activities offered.
- Staff actively help children to show kindness to others and promote their emotional well-being. For example, children happily sing their hello song together and then give their friends and staff a hug.
- Staff provide a good range of activities that children enjoy. Staff interact positively with children in their play and support them well to make good progress.
- Although the management team and staff monitor children's progress, they do not always do this as precisely as possible in order to ensure they track all children's achievements more consistently across each area of learning.
- At times, staff do not organise group activities, such as circle or assembly times, to engage all children's participation and support their interests consistently well.
- Staff do not always promote all aspects of learning as well as possible in the garden areas in order to support those children who learn best outdoors more effectively.

What the setting needs to do to improve further

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

- strengthen systems for monitoring children's achievements to consistently assess and support their progress more accurately in all areas of their learning
- improve the organisation of group activities to encourage children's participation and interest more effectively
- develop the play experiences and variety of resources in the outside areas to consistently support the interests of those children who learn best outdoors.

Inspection activities

- The inspector observed interactions between staff and children indoors and outdoors and discussed children's learning and development.
- The inspector viewed documentation, such as operational policies, procedures and required records, including those for suitability of staff.
- The inspector undertook two joint observations of activities with the manager and discussed the quality of teaching.
- The inspector took into account the spoken views of parents.
- The inspector had discussions with the manager, including about self-evaluation and how this helps staff make continual improvements.

Inspector
Mary Daniel

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The management team and staff have completed training and updated their knowledge of safeguarding issues, such as the importance of recording any concerns accurately. The management team implements clear recruitment procedures and has improved systems for supporting staff development. For example, recent training has helped raise staff awareness of activities to encourage children's early mark-making skills. The management team continues to develop its knowledge of the sorts of events that should be notified to Ofsted, such as when assessing suitability. It has also developed clear strategies to liaise with other agencies working with children with special educational needs and/or disabilities to help staff identify any required individual support that may be needed.

Quality of teaching, learning and assessment is good

Staff support children's understanding of nature well. For example, children watch with fascination as the snails they find outdoors, hide in their shells and then crawl across their hands. Children like to walk with staff to a nearby nature reserve and learn about the wildlife living in a pond there. Staff encourage children's differing communication skills well. For instance, younger children begin to say the words from favourite songs and rhymes. Older children use language well to explain their ideas. For example, they state, 'The trees are blowing, so it must be windy' and, 'We know it's the afternoon just because we have had our lunch'. Staff encourage children's imaginations well. For example, children like to mix bark and leaves together in a pan to make pretend pancakes.

Personal development, behaviour and welfare are good

Staff encourage children's enjoyment of exercise well. For example, children wave large wands that are filled with bubble mixture enthusiastically in the air. They laugh happily together as they run around trying to catch and pop the huge, colourful bubbles and show delight in watching them float up in the air. Older children have great fun jumping across a large piece of bubble wrap and smile when they hear the loud pop they make on landing. Staff keep clear, consistent boundaries and encourage children to develop positive attitudes to being helpful. For instance, younger children willingly help to tidy up their toys while listening and then dancing to a favourite song.

Outcomes for children are good

Children gain confidence and an interest in learning, which prepares them for their move to school. Children develop good social skills and interact happily with others. For example, older children laugh together as they play a game hiding pieces of play dough 'soil' under small flowerpots for their friends to find. Younger children learn to take turns with their friends on the slide. Children show a keen interest in mark making. For instance, younger children explore the patterns and shapes they make using tools, such as textured rolling pins and spades in the green sand. Older children concentrate well while drawing a picture for a favourite person and forming recognisable letter shapes, such as those in their names.

Setting details

Unique reference number	100499
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10103134
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	63
Name of registered person	Barbara Rose Pre-School Playgroup Committee
Registered person unique reference number	RP908450
Date of previous inspection	19 April 2018
Telephone number	01202 530644

Barbara Rose Pre-school registered in 1992. It is located in Bournemouth, Dorset. The pre-school is open on Monday to Friday from 9am until 3pm during term time only. The pre-school receives funding to provide free early years education for children aged two, three and four years. The pre-school employs 14 members of staff. Of these, one holds early years teacher status, one holds qualified teacher status and 11 have an early years qualification at level 3.

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