

# Bassetts Farm Preschool



Bassetts Farm County Primary School, St. Johns Road, EXMOUTH, Devon  
EX8 4GB

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|--------------------------|----------------|
| <b>Inspection date</b>   | 15 May 2019    |
| Previous inspection date | 7 January 2016 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | 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 develop strong attachments to their key children. Children are happy and settle quickly into the pre-school.
- Children display high levels of consideration and tolerance for each other. For example, older children wait patiently for young children to place a piece in a shared puzzle and actively support their peers' attempts.
- Partnerships with parents are effective. Parents praise the staff at the pre-school and compliment the level of care they provide for the children. Parents are particularly complimentary about the care that is put into the children's learning journeys.
- There are well-established links with the on-site school and other settings that children attend. These help to ensure that children's needs are met very well and provide continuity for their future learning.
- Children have good imaginations and enjoy the range of resources available to them to support their play. For instance, children enjoy dressing up as bees and police officers and developing narratives for their play.
- The management team has not fully developed its performance monitoring processes to enable staff to reflect on the quality of their teaching to enhance children's learning even further.
- Although the managers use self-evaluation, they do not regularly include the views of children, staff and parents to help identify ways to continue to improve the pre-school.

## What the setting needs to do to improve further

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

- ensure performance monitoring processes reflect on the quality of staff's teaching to help identify areas for professional development and support all children to make rapid progress
- make better use of self-evaluation to reflect on the overall quality of the setting and include the views of children, staff and parents to help identify further areas for development.

### Inspection activities

- The inspector observed the quality of teaching both indoors and outdoors and assessed the impact this has on children's learning.
- The inspector viewed a range of documents, including children's learning journeys and evidence relating to staff's suitability.
- The inspector conducted a joint observation with the nominated person.
- The inspector held a discussion with the joint managers.
- The inspector took account of the views of parents spoken to on the day and through written communication.

#### Inspector

Gemma Rolstone

## Inspection findings

### Effectiveness of leadership and management is good

The managers and staff have a good understanding of how to keep children safe and what to do should they have a concern about a child. Safeguarding is effective. The managers make improvements that support children's safety. For example, they have recently installed a new entry system to increase the security of the pre-school. Strong partnerships with parents have been developed. The managers use a range of strategies to support families. For example, they have arranged for health specialists to visit the pre-school to run sessions for parents on supporting toilet training.

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

Staff provide a range of interesting activities that children enjoy exploring and investigating. They undertake assessments of children's learning and use this information to plan activities that are based on their next steps and their emerging interests. Older children are capable communicators and express themselves fluently. Staff sensitively support children's thinking with questioning and engage in genuine conversation throughout the day. For example, staff chat to children at mealtimes and ask if they have shared their news with their peers. This helps children to develop a sense of community and friendship. Children with special educational needs and/or disabilities are particularly well supported through incisive interventions. Staff are quick to engage other services to ensure they receive targeted support. They gather and share information to create focused learning plans and ensure that children are effectively supported. Staff provide opportunities for children to explore and create. For instance, children enjoy large-scale painting with big brushes, noticing patterns where they have rubbed over the table surface.

### Personal development, behaviour and welfare are good

Staff are good role models and children behave well. Staff implement a strong key-person system which helps children to feel secure and supports them to be emotionally well prepared for the next stage of their learning, including school. Children enjoy being physically active and spend much of their time in the well-resourced outdoor space. Children display high levels of persistence and engagement. For instance, older children describe their reasoning in making 'leaf pies for everyone' as they mix, pour and manipulate simple tools and equipment to achieve their goal. Children develop their personal care skills, appropriate to their individual age and ability.

### Outcomes for children are good

Staff encourage children to try things for themselves before giving support and praise their efforts. This helps support children's confidence and self-esteem. Children are eager to help, for instance they ask staff if they can get the snack ready. Younger children are curious learners, and they are keen to be involved in older children's play. All children are making good progress in relation to their starting points. The majority of children are working in the stages of development typically expected for their age, including those who speak English as an additional language.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 105829  |
| <b>Local authority</b>                           | Devon   |
| <b>Inspection number</b>                         | 10062586  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Full day care   |
| <b>Age range of children</b>                     | 2 - 4   |
| <b>Total number of places</b>                    | 36  |
| <b>Number of children on roll</b>                | 62  |
| <b>Name of registered person</b>                 | Bassetts Farm Preschool   |
| <b>Registered person unique reference number</b> | RP522089  |
| <b>Date of previous inspection</b>               | 7 January 2016  |
| <b>Telephone number</b>                          | 01395 267 451   |

Bassetts Farm Preschool registered in 2009. It operates from within the grounds of Bassetts Farm Primary School in Exmouth, Devon. The pre-school receives funding to provide free early education for children age two, three and four years. It opens each weekday from 9am to 3pm during school term times. There are nine members of staff. Of these, eight hold early years qualifications at level 3. The joint managers also hold management qualifications at level 4.

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