

Bowerhill Pre-School

Halifax Road, Bowerhill, Melksham, Wiltshire SN12 6YH



Inspection date	4 June 2019
Previous inspection date	20 April 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

- The managers and staff work together effectively to create a welcoming, calm and stimulating environment. Children form strong bonds with caring staff and with one another. They are happy, secure and thoroughly enjoy their time at the setting.
- Staff support children's communication skills well. They engage children in meaningful conversations throughout the session. They model language effectively and introduce new words to extend children's vocabulary. For example, they discuss and name parts of aeroplanes as children build them out of blocks.
- The manager and staff regularly monitor children's progress to identify any learning gaps. This helps them to tailor support for individual children effectively. They work closely with other professionals and swiftly provide extra support where needed. For example, individualised resources and targeted activities are used effectively and consistently to help children to catch up quickly. All children make good progress.
- Staff have high expectations for children's behaviour and support them through clear rules and boundaries. They consistently value children's opinions and feelings and skilfully help them to develop empathy and consideration for others. Children are caring towards one another and play harmoniously as a group. They are highly sociable and often invite others to join in their play.
- The managers and staff establish effective partnerships with parents. Parents speak highly of the setting and the care their children receive. Staff share details of children's progress regularly and work closely with parents to meet individual care and learning needs.
- Occasionally, during group activities, staff miss opportunities to support children who are less confident to be fully involved and benefit from the planned learning as well as possible.

What the setting needs to do to improve further

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

- develop more effective ways to encourage all children, particularly those who are less confident, to participate consistently during group activities.

Inspection activities

- The inspector observed children's learning experiences and the staff's teaching practice.
- The inspector held discussions with the managers and staff, and spoke to the children.
- The inspector spoke to parents and considered their views.
- The inspector carried out a joint observation with the deputy manager and discussed the findings with her.
- The inspector sampled a range of documents, including children's development records and evidence of staff's suitability checks.

Inspector

Hiroka Dathan

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures that staff have a secure understanding of their role in keeping children safe. Staff are confident with the procedures to follow in case of any concerns. The manager is highly committed to providing high-quality care and education. She regularly reflects on the practice, seeking the views of parents and other professionals. She makes well-considered improvements, such as developing the outdoor provision, that benefit children's outcomes. The manager supports the professional development of staff effectively, including through observations of their practice, supervisions and training opportunities. This helps to improve children's learning experiences. For example, following training, staff have supported children to create their own stories to further extend their literacy skills.

Quality of teaching, learning and assessment is good

Staff are skilled at tailoring their interactions to progress children's learning during free-play activities. For example, while children pretend to go on holiday, staff use a globe to explain to children that they need to cross the sea to get to other countries. Children then discuss different modes of transport needed. Staff's effective questioning supports children to think and solve problems independently and extends their understanding of the world. Staff promote children's early writing skills well. For instance, younger children benefit from enjoyable opportunities to strengthen their hand muscles, such as using scissors to cut pipe cleaners for their artwork. Older children have plenty of opportunities to practise their early writing skills independently, such as making signs and writing menus in the 'mud kitchen'.

Personal development, behaviour and welfare are good

Staff support children's physical well-being successfully. For example, children enjoy accessing the new 'forest fun' area and the climbing frame. They benefit from plenty of outdoor play throughout the day and challenge their skills further during the weekly sports sessions. Children develop a good understanding of healthy eating. For instance, they explore the amount of sugar in their lunch box snacks and learn about healthy alternatives. Staff promote children's independence well. For instance, children take responsibility for tidying away their own belongings and serve and prepare their own snacks. Older children willingly help younger children with tasks.

Outcomes for children are good

Children are keen learners. Younger children explore the environment with confidence and focus intently on their chosen activities. Older children use their imaginations and creativity well in their play and confidently express their thoughts and ideas. Children enjoy mathematical challenges. For example, younger children learn to recognise numbers and count objects accurately. Older children learn to write numbers and complete simple addition. Children are well prepared for their future learning and for school.

Setting details

Unique reference number	EY416627
Local authority	Wiltshire
Inspection number	10067716
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	20
Number of children on roll	36
Name of registered person	Bowerhill Pre-School Committee
Registered person unique reference number	RP523598
Date of previous inspection	20 April 2016
Telephone number	07960 821530

Bowerhill Pre-School registered in 2010. It operates within the grounds of Bowerhill Primary School in Melksham, Wiltshire. The pre-school is open Monday to Friday during school term times, from 8am to 3.30pm. It employs eight members of staff. Of these, seven hold appropriate early years qualifications at level 3 and one unqualified member of staff is currently undertaking her level 3 training. The pre-school receives funding to provide free early education for children aged two, three and four years.

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