

Bourton and Zeals Preschool



Playing Fields, West Bourton Road, Bourton, Gillingham SP8 5FG

Inspection date 10 June 2019
Previous inspection date 12 May 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 management team has a very strong vision and focus on improving outcomes for children. Effective plans identify what they need to do and how within agreed timescales, resulting in positive changes to the environment and a focus on staff training and developing children's natural curiosity in the world around them.
- Management makes very good use of funding to benefit individual and groups of children. This has led to children enjoying a wider range of nutritious meals and activities that encourage their physical abilities and skills.
- Staff work with parents and other professionals very well to ensure those children with medical needs thrive and flourish at the setting. There are extremely clear plans in place to ensure children remain safe, well supervised and monitored at all times.
- Children make good progress from their starting points. Management tracks individual and groups of children's progress closely to promptly close gaps in their learning.
- Staff plan well to enhance children's physical well-being. Children enjoy long periods of outdoor play, where they explore, investigate, play imaginatively and are physically active.
- Recent changes to the planning process mean that, overall, children receive good-quality staff support. However, at times, staff are not always clear about children's next steps, to target their support and interaction more effectively during activities and children's play.
- Management does not ensure that staff use their good skills and training to better effect, to help all children achieve more rapidly, particularly those that need help in their communication and language.

What the setting needs to do to improve further

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

- develop planning further, so staff are clearer about children's next steps, to target their support and interaction more effectively during activities and children's play
- use staff skills and training to better effect, to help the children achieve more rapidly, particularly in their communication and language.

Inspection activities

- The inspector joined the staff and children on their 'mile' walk, and observed them in their play and learning in the outdoor play area and inside.
- The inspector spoke with parents, the manager, deputy, staff and children during the inspection.
- The inspector completed a review of an observed activity with the manager to assess how well she monitors and influences the quality of teaching.
- The inspector sampled a range of documents, and policies and procedures.

Inspector

Janet Armstrong

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Management ensures that there are very effective policies and procedures for them and staff to follow. Staff have a thorough knowledge of safeguarding matters and are very clear about their responsibility to act on any concerns. Management keeps robust records and works very closely with other agencies and parents to ensure children receive the best start they possibly can. Staff provide a safe environment and remind children about expectations for safe play. There are good partnerships with parents. Staff work very well with parents to meet children's care and learning needs. Parents attend the regular parents' meetings and work with staff to identify children's learning and progress. Training and early years conferences have inspired the leaders and staff to change the play spaces, and their approach to planning activities for children's learning, with positive results to children's engagement.

Quality of teaching, learning and assessment is good

Staff effectively encourage children's curiosity, imagination and interests. For example, they help older children to chip away at rock using a stone and wooden chisel to expose a dinosaur fossil. Children are very animated and focused during this time, showing good concentration. Staff provide a calm, stimulating and inspiring learning environment, with a very good range of interesting resources, especially indoors. Children explore their environment confidently. Younger children, particularly, become thoroughly engrossed in their pretend play as they act out familiar scenarios. Staff support the children well in their play. They teach them mathematical language and encourage them to count. For example, with staff help, an older child counts to 20 during their exploration of sand. Staff are enthusiastic and model good play and engagement. Children respond well, especially outdoors, where they explore in the sand, hunting for hidden toys. Staff help children learn to recognise and write numbers and letters.

Personal development, behaviour and welfare are good

Staff know the children well. They are respectful and sensitive, and interact positively. Children learn well from the good example of staff, to be kind, caring and to share and take turns. Children behave well and understand staff expectations. Children have good opportunities to be active. They have good control of their finer and larger movements. For example, during their daily 'mile' walk with staff, they talk about what they see and experiment walking backwards, sideways and taking 'transformer steps'. In the outdoor play area, children of mixed ages use ride-on toys capably, avoiding obstacles.

Outcomes for children are good

Children develop the key skills they need for future learning, including moving on to school. They have good physical skills and learn to control their movements, for example using ribbons during a music session. They hold one-handed tools securely to make marks with water and pens. Older children write recognisable letters to label their pictures with their names. Some older children communicate their needs well and use their language securely to share and build on each other's ideas. Children are curious learners. For example, younger children are very imaginative and benefit from the staff input to try new things, such as finding out what is inside a lemon.

Setting details

Unique reference number	EY412167
Local authority	Dorset
Inspection number	10062669
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	27
Name of registered person	Bourton and Zeals Pre School Committee
Registered person unique reference number	RP906887
Date of previous inspection	12 May 2016
Telephone number	01747 840537

Bourton and Zeals Preschool first registered in 1985 and re-registered at its current premises in 2010. It is run by a parent committee. The pre-school operates from a building in the grounds of St George's Church of England School, Bourton, in Dorset. It is open on Monday to Friday from 8.45am to 3.15pm during school terms. The pre-school receives free early education funding for children age two, three and four years. There are four members of staff. Of these, three hold relevant early years qualifications at level 3. The manager also has a qualification in management at level 4.

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