

Whitchurch Under Fives

The Bungalow, 1 School Close, Whitchurch, BRISTOL BS14 0DR



Inspection date	3 July 2019
Previous inspection date	12 November 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- Staff do not consistently evaluate their assessments of children's development to ensure they have accurate knowledge of children's needs and their next steps in learning. This means gaps in children's learning are not always identified at the earliest opportunity and families are not given the support they need to access help for their children.
- Activities do not always provide children with the appropriate levels of challenge or take account of children's individual learning needs to promote best possible progress.
- Children do not have sufficient opportunities to practise making marks as access to suitable activities and resources is limited.
- Support for the manager and staff is not sufficiently focused on identifying where children need additional help with their learning or on improving practice to ensure the best possible outcomes for all children.

It has the following strengths

- The key-person system successfully supports children's well-being. Children settle well into the setting and receive good support to be able to cope successfully with change, for example their move to school.
- Staff teach children how to keep themselves safe by involving them in the daily risk assessments of the setting.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due date
ensure assessments of children's development are accurate and that any learning and development needs are acted upon at the earliest opportunity, and link with families in appropriate ways to ensure external services are accessed as soon as possible	17/07/2019
ensure that supervision for all staff, including the manager, is effective in identifying weaknesses to ensure best possible outcomes for children.	17/07/2019

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

- provide children with higher levels of challenge to help them make the best possible progress
- extend the opportunities for mark making.

Inspection activities

- The inspector looked at documentation, such as staff files, a sample of policies and procedures and children's development records.
- The inspector completed a joint observation with the manager.
- The inspector spoke with a number of parents during the inspection to take account of their views.
- The inspector tracked the progress of two children.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.

Inspector

Michelle Grayling

Inspection findings

Effectiveness of leadership and management requires improvement

Although the manager has systems in place to support staff, she does not monitor their practice closely enough. Therefore, she has not recognised where children's individual learning needs have not been identified or and addressed. In addition, the manager does not receive regular support to help her monitor her own performance. Arrangements for safeguarding are effective. All staff know the signs and symptoms of abuse and the procedures to follow to help protect children from harm. Appropriate recruitment and suitability checks ensure all staff are suitable to work with children. Parents are happy with the care provided to their children. However, staff do not link with every parent effectively to ensure that timely additional support is provided to those children who need it.

Quality of teaching, learning and assessment requires improvement

Staff interact well with children. Children are warmly welcomed at the start of the day and this enables them to settle well. Staff undertake visits to children at home before they start at the setting and these help staff to identify children's starting points for learning. Staff use questions effectively to encourage children's speech. Children learn to cooperate and play together. For example, turn taking is supported by the use of sand timers. However, staff do not consistently use what they know about children's development to identify appropriate next steps in their learning. This results in a lack of challenge for the most able children and prevents early intervention for those who need additional support.

Personal development, behaviour and welfare are good

Children are happy and comfortable in the warm and welcoming surroundings. They are self-assured and independent learners. Staff help children anticipate the end of activities well. For example, a pre-warning song is sung prior to tidy up time. Staff are positive role models. They share their expectations with children and use praise to motivate children to use positive behaviours. Children have lots of opportunities to develop physical skills. For example, the indoor ball pond room allows opportunity for them to move in different ways.

Outcomes for children require improvement

Overall, children do not make the best possible progress in their learning. This includes those with gaps in their learning and the most able children. Nevertheless, children are interested in learning and develop independence in daily tasks. Staff share children's information with the schools they will attend to help support the move to the next stage in their learning.

Setting details

Unique reference number	107106
Local authority	Bristol City of
Inspection number	10113873
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	3 - 4
Total number of places	35
Number of children on roll	31
Name of registered person	Whitchurch Under Fives Committee
Registered person unique reference number	RP909874
Date of previous inspection	12 November 2015
Telephone number	01275 547453

Whitchurch Under Fives operates from a converted bungalow adjacent to Wansdyke Primary School in Whitchurch, Bristol. The pre-school receives funding for the early education of children aged three and four years. It opens five days a week during term time only. Morning sessions are from 9am to midday, lunch sessions from midday to 1pm, and afternoon sessions from 1pm to 3.30pm. The pre-school employs eight members of staff. Of these, one holds an early years teacher qualification, one holds qualified teacher status and six hold appropriate early years qualifications at level 3.

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