

Inspection of Bowes Pre-School

Bowes Hutchinson CE Aided School, Barnard Castle, Co Durham DL12 9LG

Inspection date: 3 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are excited to arrive at pre-school and to greet their friends. They actively engage in a broad range of activities that stimulate their learning and enable them to have lots of fun. Staff are caring and kind, and good relationships are evident between them and children. Children's confidence and self-esteem are promoted through activities, such as circle time. They demonstrate that they are confident speakers and readily talk about their interests. During water play, children enthusiastically discuss the small-world sea animals and describe the humpback whale as being the 'biggest whale'. Children count and reason during everyday routines. For example, they work out how many boys and girls there are during circle time. They calculate how many cups and plates they need for snack time.

Children's behaviour is excellent, both when working with an adult or playing independently, and they show considerable support for one another. For example, a child eagerly shows his friend how to put on his coat, while another helps a younger child to hang his coat on his peg. Children keenly sit with staff to listen to favourite stories, delighting as staff use different voices and tones. Children become animated and they engage in recalling parts of the story and join in with repeated refrains. This helps to build their confidence, communication and literacy skills. Children have many opportunities to recognise their name as they select their name card to make their meal choices and identify their placemats at lunchtime.

What does the early years setting do well and what does it need to do better?

- Staff have a generally good knowledge of how young children learn. They combine their expertise and good teaching strategies to provide a wide range of purposeful play and learning opportunities to engage and motivate children. However, staff have not fully explored how they can use the repetitive play of young children, such as trying to post objects through gaps, to help extend their learning even further.
- The manager and staff monitor children's progress thoroughly. Staff make accurate assessments of children's development and plan carefully for the next steps in their learning. For example, following a recent review of assessment information, staff have placed an even stronger focus on supporting children's mathematical understanding.
- Children have developed good friendships and are kind and considerate of each other's feelings. Staff encourage sharing and taking turns, which helps children to develop positive relationships with each other and skills for future learning. Praise is used well and helps all children to develop high levels of self-esteem.
- Parents speak highly of the staff and the good progress their children make in their learning. They praise staff for being attentive to their children's individual needs. Parents comment on the strong social skills and high levels of confidence

their children develop. That said, more can be done to strengthen partnerships with other settings that children attend in order to help provide an even more consistent approach to children's ongoing learning.

- Children benefit from a range of physical outdoor play opportunities. They confidently recall how they grew potatoes in soil and how they carefully used 'scrapers' to peel them so they could make crisps. Children are able to make decisions, try out new things and work together to develop their ideas. They enjoy using their imagination to explore different roles, such as firefighters and police, and to develop storylines with their friends and visitors. For example, they took great pleasure in sending the inspector 'off to jail'.
- Staff skilfully encourage children to make links with familiar home experiences. For instance, as several children live on farms, they have explored the diverse environment of farmers who care for sheep in Africa. This helps children learn about other cultures and differences in each other.
- The manager and staff are enthusiastic about what that they do and they want the best for children. They demonstrate a strong commitment to improving the quality of care and teaching by reflecting on their practice and putting in place plans for improvement. Staff are well supported. The manager offers staff supervision sessions. They discuss children's progress, identify training needs and have the opportunity to discuss confidential issues. Students on placement are equally well supported and make positive contributions to children's well-being and enjoyment.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the signs that indicate a child may be at risk of abuse, neglect or being drawn into extreme behaviours or ideas. They talk confidently about the child protection procedures and know the steps that they must take if they have a concern about a child's safety or well-being. The manager has developed effective systems for recruitment, induction and ensuring the ongoing suitability of her staff team. The premises are safe and secure. Staff are well deployed and they supervise children well.

What does the setting need to do to improve?

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

- strengthen staff's understanding of how to use the repetitive actions of young children when they play to help enhance their learning even further
- enhance links with other settings that children attend to help provide even greater consistency in their care and learning.

Setting details

Unique reference number	314067
Local authority	Durham
Inspection number	10117586
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	1 to 4
Total number of places	20
Number of children on roll	12
Name of registered person	Bowes Pre-School Committee
Registered person unique reference number	RP519448
Telephone number	01833 628052
Date of previous inspection	3 July 2014

Information about this early years setting

Bowes Pre-school registered in 1991. The pre-school employs two members of childcare staff and both hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 3.15pm. The pre-school provides a holiday club that operates for two weeks during the Easter holidays and for six weeks during the summer holidays. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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