

Inspection of The Bridge Pre-School Ltd

Bridgetown Primary School, Byron Road, STRATFORD-UPON-AVON, Warwickshire
CV37 7JP

Inspection date: 30 September 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children build strong attachments with staff and excitedly run to greet them as they arrive at pre-school. They show that they feel safe and secure and demonstrate confidence when they talk with staff. Children behave well. They build good relationships with their peers and play well together. Staff support children to understand the actions of their behaviours. They give gentle reminders to use kind hands and make decisions about what they do. Children choose from a vast range of resources in the well-organised environment, which is clean, bright and spacious. Staff listen well and respond to children's needs, modelling language clearly and repeating what children say. This helps children to develop their language and communication skills and increase their use of speech and vocabulary. Staff use regular assessments of children's progress to identify what they need to learn next. They plan a range of exciting experiences and activities for children to take part in, which helps them to develop skills for future learning. Staff have high expectations of what children can achieve, including those with special educational needs and/or disabilities, and those who speak English as an additional language. They use a range of supporting tools to help children to understand, communicate and take part. Staff use opportunities to extend learning where children show interest. For example, children delight in rolling tyres down the ramp and have opportunities to take turns and cheer each other on.

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

- Staff engage well with children and show enthusiasm as they carry out activities. They continually observe children to gain a clear understanding of their interests and ways that they prefer to learn. For example, children enjoy discovery play. They delight as they select from a range of objects which float and sink. Staff carefully question children to encourage them to think about what is happening.
- The pre-school is inclusive. Children with additional needs are supported with clear intervention from staff. This helps them to take part in many experiences alongside their peers. Some activities are adapted to help them learn along with other children, such as adding additional resources to water play.
- Children who speak English as an additional language are supported to gain a good level of English. Staff use pictures, repeat words in English and gain some key words in children's home languages from family members, to help children develop their understanding. Staff who speak the children's home language read stories to them in their home language as well as repeating in these English. Children benefit well from the support they receive and their language skills and vocabulary are developing rapidly.
- All children, including those in receipt of additional funding, gain a breadth of experiences at the pre-school. For example, they enjoy opportunities to learn about and feed baby animals that are brought into the setting.

- Staff are supported by the newly appointed pre-school manager. They attend training to keep their knowledge up to date. Regular team meetings help staff to work well together. However, the support and coaching staff receive are not yet precisely tailored to meet their individual needs, to help them develop their skills and knowledge even further.
- Children enjoy mealtimes as a social occasion. They sit well together and chat as they eat. Children attempt to use their developing knife and fork skills to cut up their own food. Staff explain and support children to understand that their food is healthy.
- Children look at and learn about where some foods come from. They play with a farm that includes some real vegetables that a staff member has grown. Children enjoy taking the vegetables apart and talking about them. Staff extend children's knowledge further, using the vegetables to make printed pictures. Children discuss the colours and shapes they make.
- Staff promote children's independence very well. Children wash their own hands and attend to their own toileting needs. They enjoy playing in the outdoors and are more physically active in the larger garden as they use the wheeled toys. They develop their imagination as they set up a petrol station and line up and take turns to fill their vehicles with petrol. They show increasing confidence as they ride their bikes at speed in plenty of space.
- The manager considers some aspects of self-evaluation. However, there is scope to use this more precisely to make more detailed plans for the development of the setting and raise the quality of learning opportunities even higher.

Safeguarding

The arrangements for safeguarding are effective.

Staff have recently updated their safeguarding training. They have a sound understanding of the child protection procedures they need to follow in the event of a concern about a child. They are clear about what they need to do in the event of a concern about an adult working with children. Managers are clear about their duties and responsibilities to ensure that all children are safeguarded, including wider child protection issues. There is a range of policies and documentation which underpins their work to promote the well-being of all children. Daily checks are made to ensure that the environment is safe and risks are minimised to children.

What does the setting need to do to improve?

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

- build further on the arrangements for the support, coaching and training of staff so they are precisely tailored to meet staff's individual needs and help them to develop their teaching skills even further

- improve the use of self-evaluation to make more detailed plans for the development of the setting and raise the quality of learning opportunities to an even higher level.

Setting details

Unique reference number	EY442807
Local authority	Warwickshire
Inspection number	10125064
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 to 4
Total number of places	30
Number of children on roll	51
Name of registered person	The Bridge Pre-School Ltd
Registered person unique reference number	RP531405
Telephone number	01789264745
Date of previous inspection	20 October 2016

Information about this early years setting

The Bridge Pre-School Ltd registered in 2012 and operates from within the grounds of Bridgetown Primary School. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and two hold level 2. The pre-school opens Monday to Friday from 8am until 6pm during term time. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Suzanne Taylor

Inspection activities

- The inspector observed the quality of teaching throughout the inspection and held a joint observation with the pre-school manager.
- Discussions were held at appropriate times of the day with parents and children, and their views were taken into account.
- The inspector and the pre-school manager completed a 'learning walk' to understand how the setting operates and how the curriculum is organised.
- The inspector held a meeting with the pre-school manager and looked at relevant policies and documentation, including suitability checks of staff working with the pre-school.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019