

Inspection of Station Road Pre-School

The Beachley Walk Centre, Beachley Walk, BRISTOL BS11 9PU

Inspection date: 10 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, safe and secure. Staff work closely with parents and carers and get to know the children in their care well. Staff establish strong relationships with the children and support their emotional well-being effectively.

Staff maintain high expectations of children's behaviour. They use effective strategies to teach children to understand their emotions and work closely with parents to support children's behaviour at home.

Children demonstrate a positive attitude towards learning. For example, while making play dough cakes, they excitedly exclaim 'let's do this!'. Children remain engaged in activities for a good length of time.

Staff recognise the importance of outdoor play. Children benefit from regular outdoor learning opportunities and experiences. They confidently ask staff for support when they encounter challenges in the garden. For instance, children request that adults help them to move logs while looking underneath for worms.

Staff teach children about similarities and differences, for example that people speak differently. When talking to children about accents, staff promote inclusion and equality and develop children's knowledge and understanding of the world.

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

- Children's interests are well represented in their activities and play. For example, staff provide more kitchen-based tools and resources for children who are interested in cooking.
- Partnerships with parents are strong. Staff communicate regularly with parents and listen to their ideas and views to enhance their children's learning. Parents make positive comments such as 'my child is made to feel special every day'.
- Staff have a good understanding of the curriculum and know what children need to learn. They keep their knowledge up to date, for example by completing regular training courses. Staff use these courses well to maintain good standards of teaching and develop children's learning. For example, staff use a picture card system to extend children's communication development.
- The garden is well resourced to enhance children's learning. Staff encourage them to challenge themselves and take risks. However, staff could support younger children further by teaching them how to use equipment safely when taking risks in their play.
- Partnerships with outside agencies are effective. Staff build strong links with other professionals so they can work together to meet children's needs.
- Self-evaluation is effective. The manager uses the views of children, parents and

staff to make improvements to the setting. For example, the manager has reviewed the routine and now provides an earlier breakfast, to allow children more time throughout the morning to play without interruption.

- Staff communicate well with the children. They use effective techniques, such as visual aids, and make eye contact with children when speaking to them. All children make good progress with their speech and language.
- Children demonstrate good confidence to communicate with adults and peers. They apply their knowledge and understanding to conversations about topics that interest them. For example, while using a typewriter to write a letter, children talk about letters they have received.
- Children listen well and join in enthusiastically with songs and rhymes. They enjoy singing and using instruments they have made. The older children request their favourite songs and the youngest children use visual aids to express their ideas.
- Staff support children to develop their confidence to be independent. They learn new skills and manage their own personal care needs. For example, at snack times, staff encourage children to spread butter on their toast and pour their own drinks. Children dress themselves before outdoor play.
- Staff provide some opportunities for children to explore mathematical concepts, such as counting, shapes and sizes, through songs and rhymes. However, staff miss some opportunities to extend children's mathematics skills as well as possible.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their roles and responsibilities to protect children from harm. They recognise the potential signs of abuse, including those relating to wider safeguarding matters, and know what to do if they have a concern about a child's welfare.

The manager risk assesses the premises thoroughly to provide safe and secure play areas for children. She carefully plans staff ratios and deploys staff effectively around the setting, to enable them to supervise children well throughout the day.

What does the setting need to do to improve?

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

- teach children to think about how to use equipment safely when engaging in risky play, particularly the youngest children
- provide children with even more opportunities to develop their mathematical skills during their play.

Setting details

Unique reference number	EY435393
Local authority	Bristol City of
Inspection number	10061800
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	2 to 4
Total number of places	24
Number of children on roll	23
Name of registered person	Station Road Pre-School Committee
Registered person unique reference number	RP522127
Telephone number	07757547193
Date of previous inspection	8 December 2015

Information about this early years setting

Station Road Pre-School was established in 1971 and registered at its current premises in Shirehampton, Bristol in 2011. It opens from 8.30am to 4pm from Monday to Thursday, during term time only. Six members of staff are employed to work with the children. Of these, one holds a level 5 qualification, four hold level 3 and one holds level 2. The pre-school receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Rachel Cowling

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities, and assessed the impact this has on children's learning.
- The inspector spoke to children and staff members at convenient times.
- Several parents spoke to the inspector and their views were taken into account.
- Care routines and the quality of the staff interactions with the children were observed by the inspector.
- The inspector carried out a joint observation with the manager to assess the quality of teaching and learning.
- A range of documentation was sampled by the inspector, including evidence of the suitability of staff working in the setting.

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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