

Inspection of Beauchief Pre-school

Beauchief Baptist Church Hall, Hutcliffe Wood Road, Sheffield, South Yorkshire S8 0EY

Inspection date: 9 January 2020

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 arrive happy and quickly become occupied in a wide range of activities that are well presented and easily accessible. They sit and listen to a story read by a member of staff. The children's interest is captured by the reader's voice, visual prompts and familiarity with the story. They look at the illustrations and show that they are following the story as they answer questions about what is happening. Children complete a task on a tablet. They match shapes to build an animal and enjoy guessing with each other what it is. There are high expectations for all children to make good progress, particularly in communication and language. Staff find and use different ways to communicate effectively with all children, including those who speak little or no English. For example, they use simple words and sentences to describe what children do. They also use sign language and re-emphasise words such as 'push' and 'slide'. This helps to support children's understanding of what is happening and what is being said. Children are well behaved and their interactions with staff show that they feel safe. For example, they seek out a member of staff for comfort and reassurance when they are upset or in need of help.

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

- Children proudly show staff their artwork and examples of their handwriting. They are happy to receive praise and are eager to answer the questions staff ask about their work.
- Staff hold regular discussions with parents about the progress their children have made and what they are to learn next.
- Children learn to consider others. For example, when staff sensitively ask them to give their friends a bit more space and not to lean on them, they move a little and say sorry.
- Staff are well deployed. This ensures that children who need support, guidance or encouragement have someone nearby who they can rely on.
- Staff are committed and work well as a team. They have a well-balanced workload that allows time for them to observe children's development. Staff use this information to plan well for what children need to learn next. As a result, children make good progress.
- Teachers from the local schools that children are to join are invited to meet the children in the setting. Key persons share what they know about the children with the teachers to help them prepare for the transition on to school.
- The communication link with parents begins on the first visit they make to the setting with their children. Staff ask parents about their child's development and personal well-being. This information is then provided to their child's key person to help them prepare for them starting.
- Parents say that staff put a lot of time and effort into settling their children when

the first start. They also say that they continue to bring their children because they feel the staff are nurturing, and their children look forward to attending.

- Children feel confident and secure. For instance, they confidently show the inspector their work and tell her they have drawn crocodiles and written their name.
- Mathematical skills are developed well. Children sort toy bears by colour. Staff show them how they differ in size and as children select all the blue ones, they begin to compare them.
- Children benefit from regular sessions with staff who focus on their individual learning needs, such as building their concentration, communication and language skills. Children are observed to enjoy this time and, although they are well challenged, there are also lots of happy giggles.
- Leaders monitor the quality of staff practice, their teaching and the impact on children's care, learning and development. They also meet with staff to discuss their own development. However, there is too little focus on the professional development of staff to raise the quality of teaching even higher.
- Children enjoy being outdoors, playing and learning about the world around them. However, staff have not fully explored how to enhance these experiences, particularly during the winter period.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff attend regular safeguarding training. They demonstrate a good knowledge and understanding of safeguarding issues, including radicalisation and extremism. Staff know what to do if they receive an allegation against a member of staff, or feel a child is at risk. This helps to keep children safe. The recruitment procedure is robust and helps to ensure that staff working with children are suitable to do so.

What does the setting need to do to improve?

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

- explore further professional development opportunities that focus more precisely on raising the quality of teaching and children's learning
- find ways to extend the outdoor experiences for children, particularly during the colder months, and help broaden their knowledge and understanding of the world around them.

Setting details

Unique reference number	300716
Local authority	Sheffield
Inspection number	10071190
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	26
Number of children on roll	22
Name of registered person	Beauchief Pre-school Committee
Registered person unique reference number	RP520478
Telephone number	07974473027 or 01142746930
Date of previous inspection	1 June 2015

Information about this early years setting

Beauchief Pre-school registered in 1992 and is run by a committee. The pre-school is open Monday to Friday, during term time only, from 9am. On Monday, Tuesday and Friday they close at 12 noon, and on Wednesday and Thursday they close at 3pm. There are five members of staff who work with the children. Of these, four hold appropriate early years qualifications at level 3 and above, including one at level 5, one at level 6 and one who holds qualified teacher status. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

June Rice

Inspection activities

- The inspector completed a learning walk with the manager.
- The inspector observed the quality of teaching and its impact on children's learning.
- The inspector looked at qualifications and training certificates, and checked suitability to work with children.
- The inspector spoke to parents and children to gather 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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