

Inspection of Baddesley & Grendon Pre-School

Woodside Primary School, Maypole Lane, Atherstone CV9 2BS

Inspection date:

25 February 2020

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision requires improvement

Children are well cared for in this small and friendly pre-school. They arrive happy, energetic and ready to learn. Children demonstrate their independence as they find their names and pictures to self-register, hang their coats up and change into their slippers. They develop close bonds with staff, who are attentive to their individual needs.

Children confidently follow the established routine. They sit together during circle time, recall the days of the week and identify the month and year. Children are encouraged to look outside to see what the weather is like and talk about the seasons. They consistently use their manners and show a good awareness of the pre-school rules. For example, they know how many children can play in each area and find somewhere else to play when an area is fully occupied.

Children enjoy their time outdoors. They play with sand and water, self-propel small vehicles and scooters, and work collaboratively as they take part in construction activities. Children acquire the skills they need to prepare them for their next stage in learning. For example, they learn to recognise and sequence numbers, link sounds and letters together and show increasing control as they make marks on paper.

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

- Staff create a calm and nurturing environment. They have genuine affection for children and help them to settle quickly into the pre-school. Subsequently, children feel safe and secure, and have a strong sense of belonging.
- There are effective partnerships with the host school. The pre-school uses the school hall for events, which helps to familiarise children with the school environment. Teachers are invited into the pre-school and meet with children prior to them starting school. Staff share children's next steps in learning, which helps them to plan for their starting points in school.
- Staff foster children's personal development extremely well. Children are encouraged to take responsibility for themselves and the learning environment. They pour their own drinks, clear away their dishes and put away their toys after use.
- The outdoor area is versatile and well equipped. Children's physical development is promoted effectively. For example, they build walls with milk crates, develop their balance skills as they walk along the 'foam bricks' and take part in regular visits to the on-site forestry area. However, opportunities for children who prefer to learn outside are not always maximised throughout the day.
- On the whole, staff are well supported. They have regular opportunities to access training and attend daily briefings to keep up to date with what is

happening at the pre-school. The manager undertakes appraisals and monitors staff during activities with the children. However, the process of coaching and support offered to staff through observations is not fully developed, in order to raise the quality of teaching and learning to the highest levels.

- Children develop the skills that will help them to learn how to read. They confidently recall the 'letter of the week' and find words which begin with the same letter. Staff are skilled in storytelling. They encourage children to ask questions, make predictions and draw on their own experiences. For example, children discuss the melting ice in the 'Jack Frost' story and consider what may have made it melt.
- There are effective partnerships with parents. Regular parents' evenings offer parents the opportunity to obtain detailed information about their child's progress. Parents are full of praise for the 'friendly' pre-school. They are confident that their children are making good progress and are well cared for.
- The recently appointed manager and safeguarding lead is yet to complete all elements of the induction training, which includes further extending her knowledge of wider safeguarding concerns. She does not yet have a clear understanding of her role in recognising and protecting children who may be exposed to extreme ideas or practices. This weakness is a breach of statutory requirements. However, children's safety is not compromised as staff know children well and are confident to report and monitor any safeguarding concerns which may arise.

Safeguarding

The arrangements for safeguarding are effective.

Staff vigilantly monitor the safety and security of the setting. They closely supervise children and undertake regular risk assessments and checks to ensure that they are not exposed to hazards. Staff have completed basic safeguarding training and are able to confidently recognise the signs of abuse and neglect. They know the steps to take if they are concerned about the welfare of a child or the conduct of an adult working with children. The vetting procedures for new staff are robust. Gaps in employment are followed up and suitability checks are completed prior to staff starting at the setting.

What does the setting need to do to improve?

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

	Due date
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ensure that all staff, particularly the designated safeguarding lead, are fully supported to understand their roles and responsibilities in identifying and protecting children who may be at risk of being exposed to extreme views or behaviours.	16/03/2020
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To further improve the quality of the early years provision, the provider should:

- consider how the use of the outdoor provision can be maximised to provide further opportunities for children who prefer to learn outdoors
- build on the coaching and support offered to staff to help them to raise the quality of teaching and learning to a consistently higher level.

Setting details

Unique reference number	EY474732
Local authority	Warwickshire
Inspection number	10075728
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	28
Number of children on roll	33
Name of registered person	Baddesley & Grendon Pre-School Ltd
Registered person unique reference number	RP533446
Telephone number	01827715005
Date of previous inspection	1 March 2016

Information about this early years setting

Baddesley & Grendon Pre-School registered in 2014. The pre-school employs six members of childcare staff. Of these, four hold early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Justine Cope

Inspection activities

- The inspector carried out a learning walk with the manager. They discussed how the premises are kept safe and how the curriculum is planned and delivered.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the manager; she looked at relevant documentation and evidence of the suitability of staff working at the pre-school.
- The inspector spoke with parents, staff and children 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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