

# Inspection of Patchway Centre Pre-School & Tots

Patchway Community Centre, Rodway Road, Patchway, Bristol, Avon BS34 5PF

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Inspection date: 28 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 enter the friendly pre-school confidently and are quick to settle into daily routines. They independently put their lunch boxes and drinks in designated areas and join their friends for a welcoming group time. They are keen to learn songs and participate enthusiastically in tapping out the rhythm of the days of the week. Children make decisions about their play from a well-organised range of experiences which support their learning across all areas of the curriculum. Children engage well in self-chosen activities where staff support their spontaneous play effectively. For example, staff question children well as they construct with the large blocks. They introduce mathematical ideas, encouraging children to use a tape measure as they begin to recognise numerals and record them. Attentive staff work closely with parents to gather information and take time to get to know their key children, helping them to feel happy and safe. Children form strong bonds with familiar adults who support their emotional well-being effectively. Children behave well. Staff successfully support those children who need a little more help to concentrate, take turns and share, for example by introducing small-group games and timers as a visual aid.

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

- Staff have successfully used their training and research to plan the curriculum to good effect. They carefully consider children's interests and next steps to provide children with a breadth of experiences. Staff are quick to identify any gaps in children's learning. They provide support to help children make progress, in particular to raise the quality of children's communication and language skills, both at home and at the setting. For example, children relish the opportunity of sharing the adventures they and their family have had with the pre-school's soft toy dog. Staff use additional funding efficiently to raise outcomes for children. For example, children have shown great curiosity in the incubator and chicks, which has encouraged conversations and social interactions.
- There is good support for those children with special educational needs and/or disabilities and for those learning English as an additional language. Small-group activities help children focus their attention and provide opportunities for them to be fully engaged in activities, such as bug bingo. There is effective partnership working with parents and other agencies to enable continuity in children's learning and development, and to help them make the progress of which they are capable.
- Children learn about their community. Staff involve them in the 'window wanderland' project and they work together to decide on their display, listening to and respecting each other's ideas. Children decide on an under the sea theme and staff provide them with some resources to support their designs. Children create well. However, on occasions, staff do not challenge children, for example

to cut their own shapes or to use tools and equipment independently.

- Younger children have good opportunities to explore using their senses. They develop good early writing skills, such as making marks in the oats and using a pincer grip to grasp circular cereal. However, staff do not provide children with clear messages to help them understand the impact of eating cereal mixed with glue and glitter on their health.
- Children listen attentively to favourite stories. Staff engage children well, asking them questions and giving them time to respond. They encourage less confident children well and use children's names to direct their attention when required. Children confidently recall the food the caterpillar eats and use more specific vocabulary, such as 'cocoon', to explain what happens next.
- Leaders and managers evaluate the provision well and develop a clear action plan for improvements and staff development. Leaders, managers and staff reflect well on their practice. For example, they regularly consider the organisation of the environment to ensure that children are safe and that resources provide appropriate challenge and stimulate children's curiosity.

## **Safeguarding**

The arrangements for safeguarding are effective.

There are good recruitment and induction systems in place to ensure that staff are suitable for their roles and remain so. Although all committee members have enhanced Disclosure and Barring Service checks, Ofsted has not completed their required suitability checks. Leaders and managers ensure that all staff complete safeguarding training, including wider safeguarding issues. They have regular opportunities to discuss any concerns about a child's welfare. Managers and staff have good understanding of their roles and responsibilities to report any concerns about a child to appropriate agencies. Staff implement policies and procedures effectively. They accurately record children's attendance and monitor absences.

## **What does the setting need to do to improve?**

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

- provide further opportunities for older children to explore their creativity in planned group activities and to be able to challenge themselves and take appropriate risks with tools and equipment
- review the organisation of sensory play for younger children so that they understand boundaries that keep them healthy and safe.

## Setting details

<b>Unique reference number</b>	136049
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10072393
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Patchway Centre Playgroup Committee
<b>Registered person unique reference number</b>	RP522207
<b>Telephone number</b>	07875201322
<b>Date of previous inspection</b>	12 July 2016

## Information about this early years setting

Patchway Centre Pre-School & Tots registered in 1986 and is run by a committee. The pre-school operates from the community centre in Patchway, Bristol. It is in receipt of funding for free early education for children aged two, three and four years. The pre-school operates from 9.15am to 3.45pm on Monday, Tuesday, Wednesday and Friday, and from 9.15am to 12.15pm on Thursday, during term time only. There are 14 members of staff. Of these, three hold early years qualifications at level 4, seven hold level 3 and two hold level 2.

## Information about this inspection

### Inspector

Rachael Williams

## Inspection activities

- A learning walk was conducted with the manager to discuss the organisation of the setting and the curriculum planning.
- A joint observation was conducted with the manager to discuss the quality of teaching and staff's professional development.
- The written views of parents were considered.
- The inspector observed the staff's interactions with children as they played inside and discussed their learning.
- The inspector held discussions with the manager and staff at convenient times during the inspection.
- The inspector sampled documentation, including staff and committee suitability checks.

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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