

Inspection of Filton Park Pre-School Playgroup

Charborough Road Centre, Charborough Road, Filton, Bristol BS34 7RA

Inspection date: 12 March 2020

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Outstanding |
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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

Staff are good role models for children. They skilfully guide and sensitively support children through an embedded set of clear and consistent boundaries. As a result, children feel safe and secure. They develop exceptionally positive attitudes to learning and their behaviour is exemplary. Children listen and respond extremely well to adults' instructions. For example, when they are asked by staff to tidy up, children are very eager to participate and work cooperatively together with enthusiasm to complete the task.

All children make good progress in their learning, including those with special educational needs and/or disabilities and those in receipt of additional funding. Staff work closely with parents and partner agencies to ensure funding and support are targeted to close any identified gaps in children's learning. This helps to ensure children's best possible outcomes. Children show high levels of curiosity and concentrate for long periods of time. Staff have high expectations of children and provide activities that offer a suitable level of challenge. With the sensitive guidance of staff, children persist when they encounter difficulty. For example, staff support children to master new skills such as threading, and subsequently praise them for their achievements. This motivates children even further to keep trying and to repeat and practise their newly acquired skills.

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

- Staff regularly make observations of children's play. They take into account children's interests and plan appropriate learning experiences that cover many aspects of the curriculum. For example, staff have noticed how children are interested in birds in the garden, and they have extended learning by getting a bird feeder, accompanied by photos of the birds children may see. Staff use this opportunity to incorporate mathematical concepts such as size and pattern and promote language skills by helping children to notice and talk about how each bird is different.
- Children enjoy healthy snacks at the playgroup, including fresh fruit and vegetables and water or milk, to support a healthy diet. However, there are times when staff could do more to teach children about which foods are good for us and why.
- Children have lots of opportunities to explore the local area to help broaden their experiences of the world around them. For example, staff take children on the train to then take a ride on a ferry at the local docks, and they also go on trips to the local city farm and adventure parks.
- Staff help children to build their early literacy skills. They provide fun activities that encourage children to hear and learn about letter sounds. Children also learn to recognise and write their own name. For example, they each have a

typed name tag and can access this whenever they would like to practise writing their own names. As a result, some children are beginning to form recognisable letters.

- Staff encourage children to be respectful of others extremely well. For example, before eating lunch, children are asked to think of the person who has made their packed lunch for them. They then recite a rhyme to say thank you for the food and the person who made it. This helps children to be considerate of others. Children are learning to relate and interact with each other in an exceptionally positive manner, which is evident as they play.
- Managers regularly meet with staff to discuss staff's overall progress and to ensure staff's well-being. Managers identify suitable training for staff to attend that may benefit their practice and the children. However, systems for monitoring teaching are not rigorous enough to identify precisely where staff need extra support to raise teaching to the highest standard.
- Staff build effective partnerships with parents. They keep parents up to date with their child's learning through daily feedback and formal progress reports. Parents speak very highly of the care staff provide for their children. They comment that they feel involved in their child's learning and on how quickly their children settle in.

Safeguarding

The arrangements for safeguarding are effective.

All staff place children's safety and welfare at the centre of their practice. They attend regular training to help them recognise the signs and symptoms a child may display if they are at risk of abuse. Managers ensure staff regularly refresh their knowledge at staff meetings and have robust policies and procedures in place in the event of reporting concerns. Managers and staff are aware of what to do in the event of an allegation. Staff also have a secure knowledge of the wider safeguarding issues, including recognising the signs and symptoms of radicalisation.

What does the setting need to do to improve?

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

- strengthen the monitoring of staff practice to raise the quality of teaching to the highest level
- make the most of opportunities to further develop children's understanding of healthy eating, including at snack and lunchtimes.

Setting details

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| Unique reference number | 135989 |
| Local authority | South Gloucestershire |
| Inspection number | 10060819 |
| 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 at time of inspection | 2 to 4 |
| Total number of places | 24 |
| Number of children on roll | 23 |
| Name of registered person | Filton Park Playgroup (Bristol) Committee |
| Registered person unique reference number | RP907891 |
| Telephone number | 01454 866 580 |
| Date of previous inspection | 6 November 2015 |

Information about this early years setting

Filton Park Pre-School Playgroup first opened in the late 1960s. It is situated in Filton, South Gloucestershire. The pre-school operates Monday to Friday from 9am to 3pm, during term time only. There are a total of eight staff. Of these, one has early years professional status and four hold relevant early years qualifications at level 3. The pre-school is in receipt of funding for children aged two, three and four years.

Information about this inspection

Inspector

Michelle Grayling

Inspection activities

- The inspector observed staff interacting with children while they played.
- The inspector spoke to parents and considered their views.
- A range of documentation was sampled by the inspector, including children's learning records, suitability of staff and safeguarding procedures.
- A joint observation was carried out by the inspector and manager, and, together, they reflected on the quality of teaching.
- Managers showed the inspector around the premises. They discussed how they organise the environment and how they plan the range of learning experiences on offer.

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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