

Inspection of Bidbury Pre-School

Bidbury Infant School, Fraser Road, Havant, Hampshire PO9 3EF

Inspection date: 14 October 2021

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

What is it like to attend this early years setting?

The provision is good

Children are happy and show they feel very safe in this nurturing pre-school. On arrival, they demonstrate a keen sense of belonging and quickly settle into the routines which are very familiar to them. For example, they choose their picture and put it on a board as they self-register. Children develop strong relationships with their friends, which creates a family atmosphere at pre-school. There are plenty of opportunities for children to engage in learning. Staff offer children an exciting and motivating learning environment which covers a varied curriculum. For example, children skilfully balance on planks and show their good coordination as they crawl under netting.

Children are well behaved and learn the rules and boundaries of the setting, such as 'running feet are for outside'. They demonstrate a strong interest and enthusiasm for all aspects of learning and respond readily to the high expectations of staff. Children concentrate hard on their chosen tasks. For example, they spend a long time at the play dough table, developing their finger and hand muscles well, using various tools. They happily talk about what they know and can do as they explore the play dough and make links in their learning. For example, they pick up spoons and say spontaneously while looking at staff proudly, 'two spoons'. Children engage successfully with staff and play alongside friends. Staff have a clear understanding of each child's learning and emotional needs and use their skills to support children well in their care and development.

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

- Since the last inspection, the management team has worked hard to address and put right the weaknesses identified in safeguarding. Documentation is easily available for inspection, and there is a clear system in place to make sure recruitment and vetting checks are carried out on the committee.
- Children are highly motivated to learn. They show interest and curiosity during their activities and thoroughly enjoy the close attention they receive from staff. Children's achievements are widely celebrated, which helps build children's self-esteem. For example, children delight in seeing their good and very individual artwork on display on the wall.
- The dedicated staff know the children very well and use their precise assessments to check what children know and can do. This effectively informs their teaching. Staff interact and engage frequently with children, such as when they spontaneously sing songs in play or share a book in the cosy book shed. Overall, staff have a clear understanding of the learning intention of activities, which helps build children's knowledge, step by step.
- Children who are below expected levels of development are swiftly identified. The special educational needs coordinator is knowledgeable and works well with

parents, staff and other agencies. They agree and work on specific learning aims to ensure gaps in children's communication skills improve. However, specific teaching strategies identified to further aid speech skills, such as sign language, are not consistently implemented by all of the staff.

- Parents speak very highly of the nursery and staff. Parents feel that staff go above and beyond the role of an early years teacher by showing emphatic care towards families in need. Parents demonstrate there is strong communication with the staff, with lots of information-sharing taking place. For example, during lockdown, staff sent home hints and tips on learning activities for parents.
- Staff receive regular coaching and training to improve their personal effectiveness and understanding of how best to teach young children. Overall, the manager monitors the quality of education effectively and identifies areas for improvement. However, the manager and staff do not consistently evaluate if whole-group story time is effective for all children. Some children are not fully engaged and interested at this time.
- The management team pays good attention to their curriculum to ensure it meets children's needs. They understand that some children prefer to learn outside, and therefore they organise exciting play activities which children are keen to access. For example, children bath baby dolls and learn how to care for newborn babies.

Safeguarding

The arrangements for safeguarding are effective.

The staff clearly understand their role in child protection and are knowledgeable about wider safeguarding issues. They are confident in the procedures to follow should they have any concerns about a child or in the event of an allegation being made against a staff member. Since the last inspection, the manager has reorganised her documentation and accessed lead training. They maintain good records with high attention to detail in the event of a child welfare concern. This helps support swift safeguarding decisions when working with other agencies. Children are well supervised and are kept safe on outings, such as when they go for a walk and take part in nature bingo.

What does the setting need to do to improve?

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

- strengthen staff understanding of the specific teaching strategies in place for children identified with special educational needs and/or disabilities
- strengthen the leadership team's knowledge of strategies to evaluate and improve the quality of teaching to a higher level, particularly whole-group times.

Setting details

Unique reference number	110403
Local authority	Hampshire
Inspection number	10113689
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	36
Name of registered person	Bidbury Pre-School Committee
Registered person unique reference number	RP517917
Telephone number	023 92471472
Date of previous inspection	12 June 2019

Information about this early years setting

Bidbury Pre-School registered in 1998. It is located in a ground-floor room in Bidbury Infants School in Havant, Hampshire. The pre-school is open during school term times from 9am to 3pm on weekdays. Six staff currently work at the setting, five of whom, including the manager, hold appropriate early years qualifications between levels 3 and 5. The pre-school receives government funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Lorraine Wardlaw

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and manager carried out a learning walk at the pre-school to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and manager to observe the quality of teaching.
- The inspector held discussions with children, staff and parents at appropriate times throughout the inspection.
- A leadership meeting was held with the manager and deputy of the setting.
- The inspector sampled documentation, which included recruitment files and safeguarding records.

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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