

Inspection of Buckles And Bows Pre-School Nursery

Ongar Hill, Addlestone, Surrey KT15 1BP

Inspection date: 12 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children form close attachments to staff and greet them with a huge smile on arrival at the setting. They are confident in their environment and demonstrate they feel safe and secure. For example, at the start of each session, children introduce themselves to visitors, engage in discussions with their friends and listen attentively when others speak. They leisurely change into their indoor shoes and wash their hands without prompting. Children thoroughly enjoy the time they spend in the setting. They immediately make choices in their play from the wide range of exciting resources.

Children are highly motivated learners. They show good imaginative skills and illustrate this as they discuss the ingredients they need to make potions. Children independently source water from the water butt and hunt for various items, such as herbs and petals, from around the garden. Children show high levels of curiosity and perseverance and attempt to use scissors to cut twigs. Staff have high expectation for children. When difficulties arise, they encourage children to work out solutions to their problems. Children decide that simply breaking the twigs with their fingers would be a better strategy and use the scissors to snip petals instead. Staff praise children's achievements, which helps to boost their self-esteem.

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

- The manager and staff have a good overview of the curriculum. They demonstrate a clear understanding of children's learning needs and, overall, deliver good-quality interactions that help to build on what children know and can do. For example, children have good opportunities to express themselves through the marks they make. They show good creative skills, focus intently and show high levels of engagement. However, on occasion, during small-group activities, staff do not fully engage all children in active discussion to help support their early communication skills to the highest level.
- Children who have special educational needs and/or disabilities receive additional support and encouragement to help close gaps in their development. Staff monitor their progress closely and swift referrals are initiated to ensure that early interventions are obtained when necessary. As a result, children make good progress in their learning.
- Partnerships with parents are good. Parents say that staff share information about their child's progress and provide them with in-depth information on how to support their child at home. This ensures continuity in children's care and learning.
- Staff speak clearly to children. They introduce new words as children play, which helps to build on children's vocabulary and understanding. However, staff place less emphasis on promoting the use of children's home languages to help

promote their language development even further.

- Children manage their personal hygiene needs well. For example, they independently blow their noses, put tissues in the bin and wash their hands with little prompting.
- Staff support children to develop good physical skills. For instance, children enthusiastically roll objects, such as cable wheels, down the slope and show high levels of determination as they roll it back up again. They are aware of the safety of others and shout 'watch out' as a warning for their friends. Children control their bodies and learn to take safe risks as they navigate themselves up and over the climbing equipment.
- The manager, trustees and staff positively share and promote the clear ethos and vision for the pre-school. Staff attend training to enhance aspects of their practice, which they disseminate to their peers. They say the manager supports them well and they enjoy working at the pre-school.
- Children's behaviour is impeccable. They listen to the views and ideas of their friends and demonstrate this as they play together imaginatively. For example, children focus intently and work together to build an aeroplane. They welcome others into their play, find the tools they need and explain to their younger peers how to use them. Children actively discuss problems that arise. For example, they proudly find the resource they need for their antenna.
- Staff support children's early literacy skills well. For instance, they provide good-quality reading materials for children and constantly look at books with them. Children re-enact stories in their role play and use props to bring them to life.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a secure knowledge of safeguarding and child protection. She understands her role and responsibility to keep children safe and the procedures to follow if she is concerned about a child or an adult working at the setting. Staff are aware of the indicators of abuse, including any concerns associated with female genital mutilation or radicalisation. Robust recruitment procedures and regular checks of ongoing suitability ensure that all staff are suitable to work with children. The manager deploys her staff well. She completes detailed risk assessments, which helps to ensure that children play in a safe and secure environment.

What does the setting need to do to improve?

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

- strengthen small group activities to fully engage all children in active discussion, to help support their early communication skills to the highest level
- build on the opportunities for children who speak English as an additional language to hear and use their home language.

Setting details

Unique reference number	2536440
Local authority	Surrey
Inspection number	10208585
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	Buckles And Bows Pre-School Nursery (CIO)
Registered person unique reference number	2536439
Telephone number	01932 827556
Date of previous inspection	Not applicable

Information about this early years setting

Buckles And Bows Pre-School Nursery re-registered in 2018. The pre-school is located on the site of the Holy Family Catholic Primary School in Addlestone, Surrey. The pre-school is open Monday to Friday from 9am to 3.15pm during term time. A team of nine staff work with the children, six of whom hold an appropriate level 3 early years qualification. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Franks

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Discussions were held with the staff, the manager and members of the board of trustees.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector considered the views of parents through face-to-face discussions and written testimonials.
- The required documentation was reviewed, including paediatric first-aid certificates and evidence of staff's 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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