

Inspection of Bradford Abbas Pre-School

Village Hall, Church Road, Bradford Abbas, SHERBORNE, Dorset DT9 6RF

Inspection date: 11 November 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive happy and settled at this welcoming pre-school. They separate confidently from their parents and become fully engaged in the wide range of activities on offer. Effective settling-in procedures help children to form good attachments to their key person. Staff use children's starting points to plan suitable activities that meet their interests. Children enjoy listening to stories and looking at books. Staff support children's understanding of the story by using visual props. Children listen carefully and enjoy repeating phrases of the story. Children are offered a wide range of activities to support their physical development. For example, children take part in music and movement in the hall and enjoy balancing on stepping stones in the outside space. Staff regularly take the children on walks to the local park. Children have many opportunities to express themselves creatively. They enjoy playing in the role play shop and learn to mix paints themselves when painting. During the COVID-19 pandemic, the pre-school closed for a period of time. When they reopened, they worked closely with the local school and with parents to make adaptations to the pre-school. For example, they now use a different entrance to more easily help them support social distancing at arrival and departure times.

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

- The manager has a good understanding of the curriculum. The intentions for learning are well embedded and clearly understood by staff. Staff have supervision meetings regularly and continually reflect on their environment. However, the manager does not consistently evaluate the effectiveness of staff's training and sharply focus support and further training to raise the teaching of the curriculum to the highest level.
- Staff include mathematical language in activities to promote children's understanding of early mathematical concepts. For instance, when cutting the fruit in the role play shop, staff talk about whole, half and quarters, and they encourage the children to count the pieces. Later, during a game of skittles, older children use a tally chart to record the number of skittles that have fallen.
- The manager has a strong vision for the pre-school and continually reflects on the provision to identify areas of development. For example, she has recently altered the environment to support older children to engage in more challenging activities. The manager is keen to develop an allotment where children can experience and benefit from growing their own vegetables.
- Parents' feedback about the pre-school is very positive. They speak highly of the caring and friendly staff team. They value the regular information that they receive about their child's day and the progress children make in their learning. Parents have a good understanding of what their children need to learn next and how to support them at home.

- Children with special educational needs and/or disabilities are supported well. For instance, parents are signposted to the support of external professionals, such as speech therapists. Gaps in learning are identified quickly and staff work closely with parents and professionals. This has supported children to make good progress in their learning.
- Children develop skills in readiness for their next steps in learning, such as their move to school. Staff work closely with the local school and the reception teacher visits the pre-school to help children to prepare for the move to school.
- Children behave extremely well. Staff praise children regularly for their good behaviour. Staff manage children's behaviour consistently. For example, they use a timer to give children notice of when activities need to change. Children share and take turns and are respectful towards each other.
- Staff know the children and their families very well. When children start, they find out about their lives and backgrounds. Staff offer opportunities for children to learn about festivals, such as Christmas and Chinese New Year. However, there are not enough opportunities to broaden children's understanding of people, cultures and communities beyond their own experiences.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff recognise the signs and symptoms of abuse and know what to do should they have a concern about a child's welfare. There are designated safeguarding leads within both the staff team and the committee who take responsibility for coordinating concerns and managing referrals to the appropriate agencies. There are effective recruitment and selection processes in place. Staff make effective use of daily risk assessments to provide children with a safe environment.

What does the setting need to do to improve?

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

- focus teaching more sharply to develop children's understanding of people, families and communities and further extend their awareness of diversity
- evaluate the effectiveness of staff's training and target further support more closely, to help to raise the quality of teaching even higher.

Setting details

Unique reference number	139320
Local authority	Dorset
Inspection number	10126081
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 5
Total number of places	24
Number of children on roll	19
Name of registered person	Bradford Abbas Pre-School
Registered person unique reference number	RP519796
Telephone number	07722705012
Date of previous inspection	19 October 2015

Information about this early years setting

Bradford Abbas Pre-School registered in 1993. It is in the village of Bradford Abbas, near Sherborne, Dorset. The sessions run on Monday, Thursday and Friday from 9am until 3pm and on Tuesday and Wednesday from 9am until midday, during term time only. There are six members of staff, the manager holds a qualification at level 5. Staff hold suitable qualifications between level 2 and level 5, with the exception of an unqualified member of staff. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Corinna Laing

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 manager and has taken that into account in their evaluation of the pre-school.
- The manager joined the inspector on a learning walk and discussed the early years curriculum.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents and carers shared their views on the pre-school with the inspector.
- The special educational needs coordinator spoke to the inspector about how the staff support children with special educational needs and/or disabilities.

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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