

Inspection of Bamford Academy Pre-School

Bamford Academy, Belgium Street, Bamford, Rochdale, Lancashire OL11 5PS

Inspection date: 15 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
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 are eager and ready to learn at this warm and welcoming pre-school. They have a can-do attitude and enjoy a wealth of activities while feeling safe and secure. For example, children who enjoy being creative draw pictures of family members and skilfully use scissors to cut them out. They proudly show adults the results of their work. Children at the dough table carefully mould, roll and manipulate their creations. Children enjoy books and snuggle up on the carpet with their friends to look at them together. Outdoors, children develop their physical skills while manoeuvring themselves and the equipment as they play. Children focus as they use chalks to create colourful artwork on the ground.

During the COVID-19 pandemic, parents' anxieties are reduced as children settle quickly. Children are learning how to play in the pre-school environment. They develop their group social skills with support from practitioners who have high expectations and hopes for their future. Children are kind and considerate to their friends. They wait their turn as they enjoy an activity planting beans. They explore the compost and talk with the adult about what else they need for their seeds to grow. A small group of children problem-solve as they work with the magnetic shapes to build a wall around the castle to keep the horses inside.

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

- Leaders have a clear vision for the pre-school. They review what is working well and identify areas for improvement. Recently, the pre-school opened a second room and created free-flow access for the children. At first, children struggled with this large space, which had an impact on behaviour. As a result, leaders have now created two separate rooms to offer more focused support for children in learning how to access the different areas appropriately.
- Strong links with the local schools ensure smooth transitions for children moving into Reception class. Children are supported to be ready for school. For example, they have developed their small-muscle skills and use pencils correctly to form letters. Children confidently put on and take off coats for outdoor play and wash their hands after messy activities and when using the bathroom. They follow instructions and listen intently during carpet time and story time. Phonics is being introduced in preparation for reading. However, practitioners do not consistently model correct letter sounds to children across all areas of the pre-school.
- Children act out their favourite stories by creating 'planets' and 'butterfly wings' while using large hoops in their outdoor play. These opportunities develop their creative and imaginative play. Practitioners support children using the curriculum through positive and frequent interactions. As a result, children are making progress in all areas of their development. However, practitioners are not always

aware of children's individual next steps to further extend learning.

- Parents speak highly of the safe and secure attachments their children have with their key person and practitioners. They describe the practitioners as 'marvellous'. A digital app that was introduced during the first national lockdown to maintain contact between pre-school and home has continued. This is now a community for information-sharing between parents, home and pre-school, which continues to build strong links. Parents are appreciative of this.
- Practitioners ensure that children's interests are reflected throughout the environment in the displays, artwork, storybooks and activities that children are offered. Children clearly value one another and the adults through consistent positive behaviour and high levels of engagement in a calm environment.
- Leaders monitor children's attendance by working closely with the local school and parents. This ensures that children are accessing regular high-quality learning. Early years pupil premium funding is used effectively to offer children access to enriching experiences, for example the opportunity to go and watch a pantomime. Children with special educational needs and/or disabilities are supported through partnership working between the pre-school, home and professionals. This ensures that children can achieve to their fullest potential. However, children who have an identified need are not yet receiving any extra support within the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

Practitioners and leaders have a good understanding of their roles and responsibilities for keeping children safe. The pre-school is safe and clean both indoors and outdoors, which reduces any risk of harm to children. Practitioners have accessed recent basic safeguarding training. This ensures that they have up-to-date knowledge of safeguarding, including the signs and symptoms of abuse and circumstances that may attract families into extreme behaviours. Practitioners are aware of whistle-blowing procedures and what they need to do if a child is at risk of significant harm.

What does the setting need to do to improve?

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

- use phonics correctly within the curriculum so children are receiving consistent messages around letter sounds
- implement targeted next steps for children with an additional need to support their progress
- focus more closely on children's individual learning needs when planning for their next steps.

Setting details

Unique reference number	2496882
Local authority	Rochdale
Inspection number	10194330
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	3 to 4
Total number of places	30
Number of children on roll	41
Name of registered person	Bamford Pre-School CIC
Registered person unique reference number	RP534426
Telephone number	07925052135
Date of previous inspection	Not applicable

Information about this early years setting

Bamford Academy Pre-School registered in September 2018. It is independently run and is located on the site of Bamford Academy in Rochdale. The pre-school employs seven members of staff. Of these, five hold a recognised early years qualification at level 3 or above. The pre-school is open term time only, Monday to Friday, from 8.30am until 3pm. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jenny Burgeen

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 spoke with the nominated individual about the leadership and management of the setting.
- The room leader and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the interactions between practitioners and the children.
- The inspector talked to practitioners at appropriate times during the inspection and took into account their views.
- The manager and the inspector completed a joint observation of an outdoor activity.
- Children spoke and communicated with the inspector during the inspection.
- The inspector observed children in their play and during group activities and lunchtime.
- The inspector spoke to and received written feedback from several parents during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022