

Inspection of Bowes Pre-School

Bowes Hutchinson CE Aided School, Barnard Castle, Co Durham DL12 9LG

Inspection date: 7 April 2022

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

Children show that they feel safe and secure at the pre-school. They happily separate from their parents at the school gate. Children greet staff before blowing a kiss and waving goodbye to their parents. This shows that they feel settled and comfortable in the care of the staff. Children benefit from an ambitious curriculum that helps them to develop their independence and form strong social skills. They form friendships and show care and concern for others. Older children offer support to younger children. For instance, they collect others' place mats and show them where to sit at the lunch table. In addition, older children assist younger children with taking off their coats and hanging them on their pegs.

Children develop excellent levels of independence. When they first arrive at the pre-school, they are supported to find their photograph and choose which peg they would like to hang their coat and bag on. Children make choices about what food they would like for their lunch. They add their photograph under their preferred choice. Staff remind children what they have chosen before their lunch arrives. Children choose their cutlery and pour their own water. Furthermore, they butter their own crackers during snack time. Children behave very well. They use good manners and learn to share with others. Staff praise children after saying 'please' and 'thank you'.

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

- Children benefit from regular outdoor play in the pre-school garden. They learn to climb ladders and race down a large slide. Children join in with music and movement sessions. They move their bodies in time with the music. This helps to develop children's physical skills.
- Staff work closely with the on-site school to help prepare children for their eventual move to school. They have recently reintroduced transition visits after the COVID-19 pandemic. This includes inviting teaching staff to visit children in the setting ahead of their move. Staff support children through transition periods throughout the session. For example, staff talk to children about the routine of the day. They show children a clock and explain when parents will arrive to collect them from the pre-school.
- Parents speak highly of the care their children receive. Staff provide parents with regular newsletters and information about what their children have been doing at the setting. They share observations and assessments of children's learning and work together to help continue children's learning at home.
- Children develop good communication and language skills. They regularly join in with conversations and show good listening and attention skills.
- Staff introduce mathematical vocabulary to children as they play. They encourage children to count how many children are present. Children begin to

use comparisons between weights and space during sand play games. They talk about the different patterns they can see as they print shapes into wet sand. Children use scoops and spades to dig in the sand. They talk about the different lengths of tunnels they have made for their toy vehicles.

- Children grow strawberries in the outside area and develop an understanding of where food comes from. They have a wide range of healthy choices during mealtimes and learn about the importance of leading a healthy lifestyle. For instance, children talk about, brushing their teeth. They learn about the impact of too much sugar and how much toothpaste to use on their brush. Children talk about their routines at home and about how their electric toothbrush cleans their teeth.
- There has been a recent change in leadership and routine supervision sessions for staff are not embedded. Although the setting is small, with only a few staff members, supervision sessions are still needed to provide further coaching and support where necessary.
- Children show good levels of imagination. They take part in pretend play games. For example, children dress up as police officers and talk to one another through pretend two-way radios.

Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant and supervise children well. They understand their responsibilities to ensure children are kept safe from harm. For example, staff complete training and show a good awareness of the possible indicators of abuse. They understand what to do in the event of a concern about a child or concerns in relation to staff's practice. The nominated individual has a good understanding of the steps to follow in the event of an allegation being made against a member of staff. There are clear recruitment and induction procedures for staff. This includes completing appropriate suitability checks to ensure that those working with children remain suitable to do so.

What does the setting need to do to improve?

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

- review supervision sessions for staff to ensure ongoing support is in place and further training is swiftly identified.

Setting details

Unique reference number	314067
Local authority	Durham
Inspection number	10233259
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	20
Number of children on roll	13
Name of registered person	Bowes Pre-School Committee
Registered person unique reference number	RP519448
Telephone number	01833 628052
Date of previous inspection	3 October 2019

Information about this early years setting

Bowes Pre-School registered in 1991 and is situated in County Durham. The pre-school employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 3.15pm. The pre-school provides a holiday club that operates for two weeks during the Easter holidays and for six weeks during the summer holidays. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emma Allison

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.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- Parents shared their views of the setting with the inspector.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.

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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