

Inspection of Bamford Pre-School CIC

Bamford Community Centre, Dixon Fold, Rochdale OL11 5PP

Inspection date: 29 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 settle quickly in this warm and welcoming setting. There is a buzz of chatter as children eagerly join their friends and confidently choose activities. For example, children giggle as they take turns using the pretend camera and proudly talk about the photos they have taken.

Children benefit from many opportunities to develop their independence, social skills and language in readiness for school. They show a can-do attitude. For example, during snack time, children make choices, carry plates and pour their own drinks. Children have ample opportunities to develop their social skills and they display positive behaviours.

Expectations for all children are high. Children have developed strong bonds with the kind and nurturing staff. Interactions are responsive to children's individual needs. For instance, staff communicate with nonverbal children using visual prompts. This helps children to fully engage with the curriculum, which supports their learning.

Following the COVID-19 pandemic, staff noticed that some children were a little delayed in their physical development. As a result, they extended the physical activities in the outdoor area to help children to develop their physical skills.

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

- Partnership working is a strength. Parents share examples of practical support they receive. They say that staff go 'above and beyond' to support them with their children's behaviour and learning. This approach provides consistency for children and extends their learning at home.
- Managers support staff well with training. This increases the qualifications of staff and also enhances children's learning through effective teaching.
- The setting has forged strong links with the local school. They have taken on board suggestions to help children get ready for school. For example, children have regular opportunities to develop their self-care skills and make choices. This helps them to become independent learners ready for their transition to school.
- As a result of the COVID-19 pandemic, staff noticed that children needed more support to develop their language, social skills and behaviour. Staff promoted these areas well through the curriculum, which helped children to catch up and make good progress.
- The mathematics curriculum is not as sharp as other areas because staff do not consistently focus on what children need to learn next. For example, children draw around circles and squares and name these shapes confidently. However,

children who are more than capable do not have opportunities to learn about three-dimensional shapes. This does not fully challenge children and build on their existing prior knowledge.

- Behaviour is good. Children have a secure understanding of the rules and boundaries. They consider each other's feelings and understand that their behaviour has an impact on others. Children are developing good social skills and form firm friendships with their peers.
- Most aspects of the curriculum intent are clear and implemented consistently so that children make progress. However, targets are sometimes too broad and do not focus on the smaller steps that children need to achieve. For example, some activities lack focus on what children need to learn next.
- Staff make changes to the curriculum where needed. For example, to support children's listening and attention, staff introduced a calming yoga session. This helped children to relax and focus. As a result, they now listen and engage in story time sessions, which supports their early literacy development.
- Early years pupil premium funding is used appropriately. Additional sessions are offered so that the most disadvantaged children can benefit from the full curriculum. Staff also use the funding to buy practical items, such as additional clothing to support children's toilet training.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of how to keep children safe. They access regular safeguarding training, which keeps their knowledge up to date. Staff also know the signs and symptoms of abuse and action to take if they have concerns about a child's welfare.

Due to the effective partnership with the local school, staff access shared training. This partnership working supports consistency for vulnerable children as they make the transition to school.

The manager is confident in her role as the designated safeguarding lead. She follows the safer recruitment procedures to ensure that all staff are suitable to work with children. Staff also benefit from a comprehensive induction, which includes understanding the safeguarding procedures.

The manager and staff make sure the premises are secure so that children cannot leave unsupervised. Overall, children's safety is fully assured.

What does the setting need to do to improve?

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

- strengthen staff's knowledge of early mathematics so that they offer learning to build on children's existing knowledge
- concentrate more sharply on identifying children's next steps in learning so that their learning is methodically planned and sequenced.

Setting details

Unique reference number	EY487155
Local authority	Rochdale
Inspection number	10233305
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	30
Number of children on roll	24
Name of registered person	Bamford Pre-School CIC
Registered person unique reference number	RP534426
Telephone number	01706 657566
Date of previous inspection	13 September 2016

Information about this early years setting

Bamford Pre-School CIC registered in April 2015. It is situated in Bamford, Rochdale. The pre-school employs four members of childcare staff. Of these, two hold an appropriate early years qualification at level 6 and one holds level 3. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Lynn Richards

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and noted that the setting worked with its linked site during the pandemic to enable services to carry on for key workers and vulnerable families.
- The inspector observed an activity and evaluated this with the manager.
- The inspector spoke to the managers, staff, parents and children at appropriate times during the inspection.
- The manager conducted a learning walk and discussed with the inspector about how the provision is organised and the curriculum is planned and delivered and what children learn from this.
- The inspector observed children indoors and outdoors paying attention to how effective the curriculum is for children's learning.
- The inspector viewed some documentation, including training certificates and Disclosure and Barring Service information.

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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