

# Inspection of Bottesford Preschool

Bottesford Pre School, Barkestone Lane, Bottesford, NOTTINGHAM NG13 0AL

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Inspection date: 5 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children immerse themselves in play from the minute they walk into the setting. They are greeted by friendly and caring staff, who ask them how they are feeling and what they would like to do that day. This helps children to feel safe, secure and happy. Children have lots of fun as they explore the outdoor space. They enjoy helping to pick strawberries and raspberries, and chat to their friends about the smell and taste of these. Children know that plants and fruits need water to grow. They use the water butt to fill up their watering can and water the plants.

Children's independence is a big focus in this setting. They help themselves to cereals and snacks, cut up fruit and put on their own clothing. Staff encourage children to have a go and try new things, such as going through the tunnel or using a tape dispenser.

Children behave well and begin to regulate their own behaviour. They understand the need to use sand timers should they want a turn with a toy someone else is using. Children develop a good sense of belonging and enjoy taking an active role in the setting. Each child has a turn at being 'helper of the day'. They enthusiastically take on this role and assist those who are less confident with tasks such as pouring or cutting.

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

- Children with special educational needs and/or disabilities are very well supported. Staff know the children well and how to support their individual needs. They work well with outside agencies, such as portage, speech and language and the educational psychologist. Staff ensure any recommendations to support the children's development are threaded through into their learning, to support their next steps in learning.
- Activities offered to children help to support their imagination and allow them to build upon their interests and skills. They use large cardboard boxes to make a car for their superhero. Children explore the texture and feel of paint as they use their hands to smear this onto the 'car'. They confidently use scissors to cut tape to a desired length to fix the boxes together and, with the help of staff, put wheels on each side of the car.
- Children are adept at making choices about how and where they want to play. Staff provide an environment that supports this well. This enables children to guide their own learning and use their own ideas to adapt and change their play. However, occasionally, staff do not notice when some children do want support, or those children who are less engaged in learning. This means children are not always supported by staff to extend their learning more.
- Children develop good language skills. Staff spend time speaking with children

and giving them enough time to think and respond. They model language well and repeat words and sentences children use to ensure they hear how words should be ordered. Children enjoy learning rhymes and songs to widen their vocabulary.

- Parents share a high regard for the whole staff team and are very happy with the inclusive and welcoming environment offered to their children. Parents are spoken with every day and kept informed of how their children are learning. They have regular opportunities to contribute to their children's ongoing development. Parents know who their child's key person is and speak with fondness of them, and the care and attention they show to their children.
- The manager works tirelessly with their dedicated staff to implement an ambitious and engaging curriculum. This is designed to help every child make the progress they are capable of. Staff understand how to deliver this, and, overall, children are consistently engaged and learning. However, sometimes, children are not challenged enough during adult interactions. For example, those showing an interest in colour are told what the colours are called before being offered the chance to identify them without support.
- A significant strength at this nursery is how effectively staff promote children's physical skills. Children love to be outdoors, and staff really make the use of this space to widen their skills in all areas of learning. Children develop confidence and resilience, and show that they feel safe as they explore all areas well and in safety. They take appropriate and calculated risks as they learn to climb trees, not to touch stingers, and to swing upside down on apparatus.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff demonstrate a good knowledge and understanding of all aspects of safeguarding. This includes recognising the signs and symptoms of abuse and the steps to take should they have concerns about any child, including concerns linked to the 'Prevent' duty. All areas children have access to are safe and secure. Staff ensure that risk assessments are used to identify hazards and reduce risks, to promote safe spaces for children's play. Recruitment procedures reflect safe recruitment and all those linked to the setting, including the committee, are appropriately vetted.

## **What does the setting need to do to improve?**

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

- support staff to build further on what children already know, to deepen their understanding
- improve staff understanding of how to implement their teaching skills further, to help children who may extra support to engage more in their learning.

## Setting details

<b>Unique reference number</b>	223197
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10220677
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Bottesford And District Pre School Playgroup Committee
<b>Registered person unique reference number</b>	RP905286
<b>Telephone number</b>	01949 844489
<b>Date of previous inspection</b>	5 January 2022

## Information about this early years setting

Bottesford Preschool registered in 2000 and is situated in the grounds of Priory Belvoir Academy in Bottesford, Nottingham. The pre-school is independently run from the school. It employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and above. The manager has qualified teacher status. The pre-school opens from Monday to Friday during term time. Sessions are from 8am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Alexandra Brouder

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the manager and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk with the manager and discussed how she organises and implements the curriculum.
- The manager took part in a joint observation with the inspector. The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The children spoke with the inspector and invited her into their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the staff and the children, and considered the impact these have on children's learning.
- The inspector held a meeting with the manager. She looked at relevant documentation and checked evidence of the suitability of staff and committee members working in the setting.
- Parents spoke to the inspector and she took their views into account.

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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