

Inspection of Bishop Sutton Pre-School

The School Room, The Link, Methodist Hall, The Street, Bishop Sutton, Bristol,
Avon BS39 5UU

Inspection date: 13 September 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children benefit exceedingly well from an enticing learning environment that meets their needs and interests highly successfully. They participate enthusiastically in an extensive range of experiences that provide them with a breadth of learning to broaden their knowledge.

Children enter the setting happily and confidently. Those who are new to the setting are given numerous opportunities to explore and make choices about their play. They benefit greatly from attentive staff who demonstrate how to use tools and resources and provide clear explanations. Children are extremely curious and motivated to learn. For example, they explore the paint enthusiastically with tools and their bodies. They use large movements as they mix the paint together to make new colours. Staff interact exceptionally well, asking about their creations, encouraging colour recognition and exploring number and early calculation.

Children thoroughly enjoy exploring their own ideas and show great imagination. They work extremely well together to decide how to build a house for the 'pigs' from an immense range of resources, which they use inventively. Children respond well to posed questions, developing very good problem-solving skills as they confidently test their ideas. Children show excitement in their learning and thrive from the extremely positive interactions from staff. Children express themselves very well and develop exceptional communication and language skills.

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

- The inspiring curriculum is very well designed and embedded into practice by knowledgeable staff. Staff carefully consider children's interests, learning styles and what they need to learn next. They adapt the curriculum exceptionally well to ensure children with special educational needs and/or disabilities are fully included. Staff sensitively assess children's individual needs and use additional funding precisely to raise the quality of experiences.
- Staff build on children's prior learning exceptionally well and are receptive to their ideas. For example, children decide to use recycled materials and a range of other resources to build a house for the pigs. They make connections very well, talking about how the house needs a door and a window, planning their designs well. They test their ideas enthusiastically, such as discovering whether tape or glue will fix the straw best. Staff help children reflect on their designs and how they can improve them highly effectively. This inspires children to revisit their learning later in the day. For example, to make clay pigs.
- Staff use their training exceptionally well to support children's storytelling skills. Children listen well to the active story making. They copy the signs, such as 'once upon a time', and become enthralled. They join in with repeated phrases

enthusiastically. Children recall the story exceptionally well and use it in their independent role play. For example, children use a drum for a chimney, placing it upside down, and pretend the wolf has burned his bottom as he tries to capture the pigs. Staff facilitate learning exceptionally well so that children can progress their own ideas. For example, some children want to take their learning further and create their own story maps. They do so with great confidence and are incredibly proud of their achievements.

- Those children who are new to the setting are very well supported as they begin to learn pre-school routines. Children build exceptional bonds with caring staff from the outset. Before children start, they receive a photograph of their key person so that they become familiar with those who will be caring for them. Staff are beginning to use visual reminders to help children understand what is happening next and to help them understand behavioural expectations.
- Leaders and managers have an excellent overview of what is working well in the pre-school. The inspirational manager is an excellent role model. She provides focused support to raise the quality of teaching to extremely high levels. Leaders empower staff to reflect on their practice and access relevant training that they share during insightful staff meetings. The manager provides highly effective support and guidance to unqualified staff. She completes informal observations, questioning staff on the impact of their interactions on children's learning so that they have increased understanding of how children learn.
- There are highly effective partnerships with parents to ensure information is routinely gathered as children start. This helps ensure that children settle quickly into pre-school life, which parents greatly appreciate. There is excellent partnership working with other early years settings children attend and with other professionals to maintain continuity in children's learning and care.

Safeguarding

The arrangements for safeguarding are effective.

There are extensive recruitment and induction arrangements to ensure that all staff are suitable for their role and understand their responsibilities. Staff have very good knowledge of the signs and/or symptoms that a child may be of risk of harm. They understand who to report their concerns to and what to do if they have a concern about the management team. The designated safeguarding lead has a good understanding of how to manage any allegations against a member of staff and how to progress any concerns about a child. Staff use highly effective risk assessments to ensure children are safe at the pre-school. This includes robust arrangements for the collection of children by known and authorised adults.

Setting details

Unique reference number	133009
Local authority	Bath and North East Somerset Council
Inspection number	10126075
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	2 to 4
Total number of places	24
Number of children on roll	43
Name of registered person	Bishop Sutton Pre-School And Forest Club Committee
Registered person unique reference number	RP901845
Telephone number	07971 330 577
Date of previous inspection	25 November 2015

Information about this early years setting

Bishop Sutton Pre-School registered in 1999. It is located in the Methodist Church Hall, in the village of Bishop Sutton, Bath. Opening times are Monday, Tuesday and Wednesday, from 9.30am until 3.30pm, and Friday, from 9.30am until 1pm, during term time only. There are 11 members of staff, of whom one holds an early years qualification at level 6 and seven hold an early years qualification at level 3. The pre-school receives funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Rachael Williams

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 managers took the inspector on a learning walk and discussed the early years curriculum.
- One of the managers completed a joint observation with the inspector and discussed children's learning.
- The inspector spoke with the management team, a representative from the committee, staff, the special educational needs coordinator, parents and children at convenient times during the inspection.
- A range of documents were sampled.

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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