

Inspection of Bishop Sutton Pre-School Forest Club

Bishop Sutton Primary School, Wick Road, Bishop Sutton, BRISTOL BS39 5XD

Inspection date: 15 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

The extensive curriculum provides a balance of experiences across all areas of children's learning. It carefully considers the needs of children with special educational needs and/or disabilities (SEND) and how best to spend any additional funding. Consequently, children attain very well. For example, children use the new vocabulary introduced to them during initial group discussions precisely as they explore and become immersed in their play.

Children thrive in the outdoor environment, where they feel safe to enthusiastically explore and make discoveries. Children show fascination as they listen to the birds and spot a blackbird. Staff channel children's thinking exceedingly well with effective questioning and introducing more specific vocabulary as children begin to make comparisons. Staff excitedly share children's discoveries with parents and provide excellent ideas on how to extend this learning at home.

Children show awe and wonder as they lift logs carefully to look for bugs. They know to return 'the roof' to protect the bugs. Children are keen to find the bug on their laminated sheet and enthusiastically ask staff to read the description so that they can find out more. They handle the tools, such as magnifying glasses, binoculars and torches, confidently. Children show great interest in how no battery torches operate as they squeeze the handle to make the light appear.

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

- Staff have an exceptional knowledge of a well-designed curriculum which builds on children's previous learning. Children are inspired to learn. Staff carefully add new resources to support children's explorations in the wood, building their knowledge steadily so they can consolidate their learning. Children with SEND are wholeheartedly supported and their learning styles successfully considered. Children make choices about their play. They initiate imaginative play for example, using torches as microphones. They start their rap song and then invite staff to continue in a turn-taking compilation, which builds children's understanding of the rhythm of words. Staff rapidly compile individualised experiences to support children's interests and promote communication and language skills even further.
- Children have excellent opportunities to develop their imagination and language skills. They successfully recall the story of 'The Three Little Pigs' and passionately talk about how the African thatch looks like the straw house and how the wolf has made holes in the roof. As staff reread the story, children become animated and fully engaged. They recite the familiar phrases and imitate the actions for story making. More confident children take their learning further, following the story map and pointing to the images as the story

progresses.

- There is exceptional support to encourage children to be independent in preparation for school. Children make very good attempts to dress themselves for forest club. Staff demonstrate how and encourage children to pull on their boots. When children stand up, and the boots feel uncomfortable, they try again. Children love having the responsibility to carry their own rucksack and water bottle. They listen carefully to the checklist read by staff, ensuring they have all of their belongings.
- Staff are excellent at providing children with explanations so that they learn safe practices. For example, children know not to put anything in their mouths while exploring the forest, including their fingers, and understand that this could make them poorly. Children behave exceptionally well. Staff explain the rules and behavioural expectations clearly for forest club to the new starters. Children remind each other of the rules, for example how to carry sticks that are longer than their arm safely.
- Children form exceedingly strong relationships with the approachable and friendly staff. Staff are highly respectful and acknowledge how children are feeling, helping them to resolve any conflicts that might arise. Staff celebrate children's achievements, for example displaying their chalkboard creations in the gallery. Children understand that these will need to be removed at the end of session. Staff make it clear that they have taken photos to capture their creations to share with parents.
- The inspirational management team are excellent role models. Staff, including those who are working towards a qualification, receive excellent support for developing their professional skills. There are numerous opportunities for staff to share their excellent practice to maintain very high standards within the pre-school. For example, staff reflect on the morning's session in the forest extremely well. They identify what has worked well specifically for each child and discuss how best to extend learning at the next session.

Safeguarding

The arrangements for safeguarding are effective.

Staff have excellent knowledge of the policies and procedures that keep children safe and implement these highly successfully. They use extremely effective risk assessments to provide a safe and secure environment and help children to identify any potential risks. There are excellent procedures to ensure effective monitoring of children's attendance. All staff demonstrate very good understanding of the possible indicators that a child is at risk of harm and the procedure to follow. The designated safeguarding lead has good understanding of liaising with the school, if appropriate, and referring any concerns about a child or a member of staff to the local safeguarding partnership.

Setting details

Unique reference number	EY402013
Local authority	Bath and North East Somerset Council
Inspection number	10126115
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 4
Total number of places	24
Number of children on roll	16
Name of registered person	Bishop Sutton Pre-School And Forest Club Committee
Registered person unique reference number	RP901845
Telephone number	07971 33 0577
Date of previous inspection	26 November 2015

Information about this early years setting

Bishop Sutton Pre-School Forest Club registered in 2009. It is located within the grounds of Bishop Sutton Primary School, in the village of Bishop Sutton in Bath and North East Somerset. The provision is open on Thursdays, from 9am to 11.30am, during term times only for children aged three and four years and who attend Bishop Sutton Pre-School. There are 11 members of staff. Of these, eight hold a relevant early years qualification at level 3 or above. The provision receives funding for free early years education for children aged three and four years.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- This was the first routine inspection the setting 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 setting.
- A manager took the inspector on a learning walk to discuss the curriculum.
- A joint observation was completed between the inspector and a manager, and children's learning was discussed.
- The inspector spoke with the managers, staff, parents and children at convenient times throughout the inspection.
- A sample of documentation was reviewed.

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