

Inspection of Phase Five Pre School @ Abbotswood

St Nicholas Family Centre, Chargrove, Yate, Bristol BS37 4LG

Inspection date: 8 December 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 are calm and settled upon arrival at this setting. They independently place their belongings safely away. Staff provide a warm and friendly welcome. Children are offered a wide range of interesting activities to freely explore. At times, children sit together to participate in adult-led activities. For example, during self-registration, children place their individual handprint and picture on the board. Other times, children make independent choices with engagement from staff. For example, children use a large box of materials ranging in colour and size to wrap themselves up with support from staff. Children smile happily and excitedly show off their outfits, saying, 'I got Elsa.'

Children show good levels of curiosity, engagement and a positive attitude to learning. They have opportunities to be physically active and learn outdoors. Children negotiate space, playing on balance bikes and building on their skills and coordination. Children listen to staff, focusing their attention. For example, they find ice in a large tyre and staff move the ice to trays for the children to explore. Children touch the ice and make a face, saying, 'It's cold.' Staff discuss that the heat from their hands causes the ice to melt. Staff promote a positive learning environment.

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

- There is a clear, ambitious curriculum promoting learning through children's interests. Children make good progress from their starting points, which are provided by parents. Parents share information about what children know, like and can do. Staff have a clear knowledge of each individual next steps of learning and how to incorporate this into children's play. For example, play dough making is provided to build on children's relationships with others. Staff encourage turn taking and sharing. Focused activities meet the individual needs of the children, promoting an inclusive approach.
- Children show high levels of independence. Staff support children to complete tasks, for example getting changed into their outdoor shoes before transitioning to the garden. Staff encourage children to wash their hands before mealtimes. Children self-serve, lining up to find their drinks bottles and lunch boxes. Staff engage with children at mealtimes, encouraging healthy choices.
- Managers recognise the impact of the COVID-19 pandemic. Staff use their professional knowledge to help children move forward in their language development, physical and social skills. For example, staff have visual aids attached to lanyards to support transitions. They consistently use signing alongside speech.
- Staff clearly identify children with special educational needs and/or disabilities (SEND). They liaise with parents, professionals and the local authority to support

children with SEND, ensuring the best possible outcomes.

- Staff are positive role models. They encourage children to remember rules in place for indoor play, for example using 'walking feet'. Staff offer a visual timer aid to support younger children with turn taking and sharing toys. However, on occasion, staff are less confident to deal with behaviour and conflict.
- Parents speak highly of the setting. They express that the communication is good and they feel well informed and supported. Parents value the choice to enter the setting at drop-off and pick-up times. Staff regularly update parents about their children's learning. Parents are invited in to meet with their child's key person to discuss their child's overall progress. Parents are actively involved, regularly sharing interests in the home. They comment that, 'We love it here,' and that it is 'very friendly' and they 'can't fault it'.
- Staff morale is good. The management team supports further development, providing group and individual training opportunities. Managers hold daily meetings to share plans, daily activities and new ideas. Staff speak highly of open communication and feeling valued. Regular supervision meetings and peer-on-peer observations further provide opportunities for individual growth. Although the nursery leaders are new to their roles, they have a clear vision. They are reflective and understand how children learn and develop, providing positive role models.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff members have good knowledge and understanding of how to safeguard children in their care. Staff refresh their knowledge through training. They understand the procedure to follow if they are worried about the children. Staff are confident in the actions to take if there is an allegation about a member of staff, management or member of the committee. The manager has appropriate procedures in place to ensure existing and new members of staff are suitable for their roles.

What does the setting need to do to improve?

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

- develop further staff knowledge of behaviour management, so they use a more consistent approach to supporting children's understanding of positive behaviour.

Setting details

Unique reference number	EY466398
Local authority	South Gloucestershire
Inspection number	10236246
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	2 to 3
Total number of places	24
Number of children on roll	37
Name of registered person	Phase 5 Pre School Playgroup Committee
Registered person unique reference number	RP522209
Telephone number	01454311459
Date of previous inspection	16 January 2017

Information about this early years setting

Phase Five Pre School @ Abbotswood registered in 2013 and operates from designated rooms within St Nicholas Family Centre in Yate, Bristol. The pre-school opens Monday to Friday, from 9am to 3.30pm, term time only. The pre-school receives funding for the provision of free early education to children aged two, three and four years. The pre-school employs six staff, five of whom hold appropriate early years qualifications from level 3 to level 5.

Information about this inspection

Inspector

Vicky Burns

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 setting and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to the setting's special educational needs coordinator about how they support children with SEND.
- The inspector spoke with parents and considered their views.
- The inspector reviewed a sample of documentation during the inspection, including suitability checks and first-aid certificates.
- The inspector observed the quality of teaching and evaluated the impact it has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector talked to the staff and children and took their views into account.
- The inspector spoke with the management of the setting about leadership and management.

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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