

Inspection of Bearwood Pre-School

Bearwood Primary & Nursery School, Barons Road, BOURNEMOUTH BH11 9UN

Inspection date: 25 January 2023

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 thoroughly enjoy their time at the setting. They show high levels of confidence as they come in and are keen to begin their learning. Staff have high expectations of the children. They tailor the curriculum to children's individual needs and interests. Children confidently lead their own learning, and skilled staff support this well. For example, children ask to complete a large floor puzzle, and they cooperate well while solving it. Staff promote a 'have a go' attitude to learning, which children respond well to, and they are keen to learn new skills.

Children behave well and are motivated in their learning. They know and understand 'the golden rules' and follow these well, sharing, taking turns and using kind words. Staff are positive role models and speak warmly with the children, giving them encouragement to succeed. Children excitedly find worms and insects in the garden. Staff extend this by providing magnifying glasses, binoculars and microscopes for the children to look more closely at the different insects and talk about their differences. For example, a child points to the sting on a wasp and talks about the lines on their wings.

The provider changed how parents drop off and collect their children during the COVID-19 pandemic. Staff meet children at the gate, and this has continued. Parents report that they appreciate the support provided for the whole family by the staff team.

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

- The manager is extremely knowledgeable about all the children in the nursery. She supports staff exceptionally well to make sure that every child makes the best possible progress in their learning. Staff work well together and support children with special educational needs and/or disabilities well. They work closely with other professionals and agencies to support the children and their families. Consequently, they are able to provide targeted support to maximise children's progress.
- Staff place a high emphasis on promoting good communication and language. They use Makaton to support all children in being able to communicate their needs. Staff use small groups to promote speech and language. However, occasionally, they bring the session to an end when some children are keen to carry on. This interrupts their learning unnecessarily.
- Children learn about healthy lifestyles, including good oral health. Throughout the day, children have different exercise sessions, where they increase their heart rate and fitness levels. Children thoroughly enjoy these sessions and are keen to talk about their heart beating fast, demonstrating a good knowledge of the importance of exercise. In addition, these sessions help the children to focus

on their learning. Staff work closely with parents on new skills, such as potty training and weaning off the dummy. Effective nappy changing procedures mean that children are comfortable at all times. Staff are considerate and respectful, giving the children warning that they are going to have their nappy changed soon.

- Children's behaviour is good. They show consideration to each other and use good manners. For example, children are keen for a visiting adult to join them at breakfast, and they want to share their food. Some children need support with their behaviour, and staff manage this well. They are consistent in their approach and use effective strategies, such as distraction, communicating at the child's level and explaining what they need to do. For example, staff use the sand timer so children know when it is their turn. Staff role model the 'golden rules' and talk about them every day, to help reinforce boundaries and expectations.
- Partnerships with parents are strong. Parents report that their children are making good progress and are being well prepared for school. Parents value the online system, where staff can share what their children are doing, and parents can upload photos and comments about what their children are learning at home. Parents feel valued and state that staff know their children very well.
- Children gain a strong sense of belonging at the setting. Staff value children's input, and there are lots of sociable times during the day when children and staff sit together, such as breakfast and lunch. Children's creative achievements are displayed on the walls, and when children make something they are particularly proud of, staff take photographs, showing the children and sending them to their parents.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff place a high emphasis on safeguarding in all aspects of their provision. All staff have completed child protection training to make sure their knowledge is up to date, and they all have paediatric first-aid certificates. They work closely with families and other agencies to provide targeted support to keep all children safe. Children learn about taking risks safely and follow good safety rules, such as riding the sit-and-ride toys in the same direction, following the arrows to avoid bumping into each other.

What does the setting need to do to improve?

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

- review the organisation of focused group work to allow children time to finish the activity to their satisfaction.

Setting details

Unique reference number	EY397878
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10264267
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	43
Name of registered person	Bearwood Playgroup Committee
Registered person unique reference number	RP529182
Telephone number	07504 262 558
Date of previous inspection	9 June 2017

Information about this early years setting

Bearwood Pre-School operates from Bearwood Primary School, Bournemouth. The playgroup is open Monday to Friday, term time only, from 9am to 3pm and offers funded sessions to children aged two, three and four years. The pre-school employs eight staff, all of whom are qualified to level 3.

Information about this inspection

Inspector

Lorraine Sparey

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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to parents and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and inspector held a leadership and management meeting and reviewed documentation.

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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