

Inspection of Olveston Pre-school

Olveston Pre-school, The Parish Hall, Upper Tockington Road, Tockington, Bristol
BS32 4LQ

Inspection date: 25 April 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children feel safe and secure. Staff embed a clear curriculum that focuses on developing children's independence and school readiness. Staff mix age groups, which helps the younger children to hear a variety of language and gives the older ones opportunities to role model daily routines to their younger peers, giving them a sense of responsibility. Children have good bonds with all staff members, who are kind and attentive. Each child is viewed as a unique individual, and this helps children to have confidence in their own learning. Children feel valued and respected through the genuine interest that the staff team take in speaking to the children each day.

Children receive encouragement to use their senses during everyday activities. For example, on a walk to forest school, they are prompted to listen to the noises around them. Staff have discussions with children to explore what the noises might be. This helps children to develop their thinking. Staff praise children for their efforts, helping them to develop their confidence and self-esteem.

Children enjoy being outdoors. They competently use the woodland resources and make up their own games. Children are kind and considerate towards each other and carefully navigate risks. For example, they push their friends on the swing with the right amount of force, ensuring that both them and their friends are safe. This demonstrates compassion for each other, while fostering their emotional well-being.

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

- The manager is clear about the curriculum intent for all children. The curriculum is age-appropriate, broad and ambitious. Parents receive regular updates and assessments of their child's learning and development. Staff use information gathered through observations of all children to provide meaningful experiences to help extend children's learning even further. They work closely with parents to understand each individual child's likes and needs. Staff keep parents up to date about their child's progress, which enables them to continue children's learning at home. Children make good progress from their starting points.
- Children join in with parts of the daily routines with confidence. For example, during snack times, older children find their own name and seat themselves. However, staff do not engage the younger ones during some group activities as effectively as they do the older children. This would extend their engagement and focus further.
- Children are articulate and starting to use their memory and recall skills. For example, they can describe where things grow and what vegetables are called from previous learning that has taken place. Staff recognise the importance of

working alongside children to help them to become confident speakers. Staff use skilful questioning, which supports children to use their increasing vocabulary to build even further on their communication skills.

- Staff provide explanations and use role modelling to help children understand acceptable behaviours. For example, younger children receive gentle reminders of how to share and learn to play with others. Staff praise children for following the pre-school rules, such as taking turns with their friends and using their 'walking feet' and 'kind hands'. However, some staff do not always provide suitable explanations to support children to develop a deeper understanding of the rules and boundaries during activities.
- Children make independent choices about their learning, choosing from the wide range of resources and equipment on offer. Older children manage their own personal hygiene, such as washing their hands. However, at times, staff do not support and encourage children consistently to manage more of their self-care tasks for themselves. This would allow them to become more independent and ready for the move onto school.
- Staff introduce early mathematics to build on children's increasing abilities. For instance, children use their own skills to solve problems of what items to use to make a bird feeder in forest school. Younger children learn about weight and volume as they play with the water tray, emptying and filling different-sized jugs and containers. Pre-school children count their peers and recognise numbers in the environment. Staff correct them if needed, so they begin to understand recognition and sequencing of numbers.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff keep their safeguarding knowledge up to date. They have a good understanding of the signs and symptoms that may indicate children are at risk of harm. They know the procedure to follow if they have a concern about a child in their care or if an allegation is made against a staff member. Staff complete a daily risk assessment to make sure that the premises and outdoors are safe. Leaders follow robust recruitment procedures to help ensure that staff are suitable to work with children.

What does the setting need to do to improve?

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

- support staff more to consistently encourage children to do things for themselves, to help them gain new skills and to develop their independence
- develop the use of whole-group activities, so that the experiences provided promote all children's engagement and focus more
- support staff to provide a more consistent approach so that children gain a

deeper understanding of the rules and boundaries during activities.

Setting details

Unique reference number	2654111
Local authority	South Gloucestershire
Inspection number	10283774
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 5
Total number of places	40
Number of children on roll	40
Name of registered person	Olveston Pre-school CIC
Registered person unique reference number	2654112
Telephone number	01454 612074
Date of previous inspection	Not applicable

Information about this early years setting

Olveston Pre-school re-registered in August 2022 and is located in Tockington, Bristol. The setting employs 12 members of staff. Of these, 10 hold appropriate early years qualifications at level 3 and above. The setting opens Monday to Friday, from 8:30am until 5pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Marie Swindells

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.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The manager and the inspector completed a learning walk of the pre-school.
- Children spoke to the inspector about what they enjoy doing in the nursery. The inspector observed staff practice in the room and spoke to staff at convenient times during the day.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector carried out a joint observation of an activity with the manager and, together, they evaluated this.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- A leadership and management meeting was held with the manager.
- Parents' views of the setting were shared with the inspector through email testimonials.

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 2023