

# Inspection of St Bernadettes Bees Preschool

St. Bernadettes Catholic Primary School, Tile Barn Close, Farnborough GU14 8LS

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Inspection date: 18 September 2023

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy and keen to start their day at this warm and nurturing pre-school. Staff offer children activities that they find stimulating and so they swiftly engage in purposeful play. Children's focus and attention are maintained by staff who skilfully play alongside them, spurring their curiosity further. For instance, when playing in the water tray, children remain engaged as enthusiastic staff challenge them to predict how many pipettes would fill the pot.

Children demonstrate high levels of resilience, and staff support their independence skills well. Children benefit from staff's praise and encouragement when attempting day-to-day tasks for themselves. For example, children are determined to have several attempts to open their snack pots or put on their own coats before asking for help.

Children form warm and trusting relationships with staff and confidently ask for help when needed. They behave well and have a clear understanding of the pre-school's expectations and rules. Children treat each other and staff with kindness and respect. Staff act as positive role models and listen to the children attentively and respond thoughtfully. Children are keen to please and only require gentle reminders of behaviour expectations from time to time. They play well with their peers and are keen to take care of one another. For example, children help their friends to remove lids from glue sticks and to find missing puzzle pieces.

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

- Children with special educational needs and/or disabilities make good progress. Staff work effectively with other professionals, such as speech and language therapists, to access advice about how to best support children's specific needs. Staff ensure that suitable adjustments to the provision are made to facilitate equal access for all children attending the pre-school. For instance, climbing opportunities are lowered for children who have additional physical needs.
- The key-person system is effective in supporting children's learning. Children develop secure attachments with staff and feel safe and secure. They confidently explore the environment and make thoughtful choices about their activities. Children demonstrate a sound sense of belonging at the pre-school.
- Staff are clear about what they want the children to learn. They gain a clear understanding of what the children can already do and plan a curriculum that builds on this over time. The youngest children are supported in making choices for themselves, selecting resources and taking care of them. Older children are encouraged to work collaboratively, to take turns and be patient when playing games.
- Staff make good use of the outdoor space. Children's physical development is

promoted well. They have space to move and be physically active when playing with peers and during planned activities. For instance, upper arm strength is developed when children carry large pots of water in the garden, and children delight in jumping and dancing when singing songs all together on the carpet.

- Managers are clear in their vision of supporting children to become confident, curious and independent. Staff make good choices about when to stand back and when to intervene. Children are encouraged to make decisions and to solve problems for themselves. For instance, when children try to move wet paintings from the easel to the drying rack, staff allow children uninterrupted time to work together to get the job done.
- Children show a positive attitude towards their learning. They remain focused and engaged for prolonged periods of time. Staff enthusiastically join children in their play but, at times, do not utilise these opportunities to model ambitious word choices to extend children's vocabulary even further.
- Staff benefit from leaders who know them and their skills well. Managers ensure training opportunities are available and accessible. Staff take part in regular meetings to discuss actions or concerns as well as their well-being and workload. Consequently, staff report feeling valued and supported.
- Parents speak highly of the pre-school. They comment positively about the warm and caring staff and report that their children are very happy. Parents are well informed and appreciate the time staff take to meet the individual needs of the children.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff demonstrate a good understanding of their role and responsibility to keep children safe. Staff regularly attend relevant training and discuss various safeguarding scenarios to keep their knowledge up to date. They recognise signs that could suggest a child is at risk of harm or neglect, including exposure to domestic violence or extreme views. Staff demonstrate a sound understanding of the appropriate reporting procedures to follow should a concern about a child's welfare arise. The manager follows a robust recruitment process and implements thorough procedures and checks to ensure staff remain 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 to make even better use of opportunities that help to extend children's vocabulary and build on their communication and language skills.

## Setting details

<b>Unique reference number</b>	2743111
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10303637
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Saint Bernadettes Bees Pre School Committee
<b>Registered person unique reference number</b>	RP907207
<b>Telephone number</b>	01252 548123
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

St Bernadettes Bees Preschool opened at the new school site at St Bernadette's Primary School in Farnborough, Hampshire in September 2023. It is open term time only Monday to Friday 8.30am to 3pm. It offers funded places for children aged two, three and four years.

## Information about this inspection

### Inspector

Zoe Abraham

## Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The manager and inspector completed a learning walk and discussed the curriculum.
- The inspector observed the quality of education, indoors and outdoors, and evaluated the impact this had on children's learning.
- The manager and inspector carried out a joint observation.
- The inspector held discussions with members of staff at appropriate times about their roles and responsibilities.
- A range of relevant documentation, including first-aid qualifications, was reviewed by the inspector.
- The inspector held meetings with the manager to find out about the leadership of the pre-school.

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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