

Inspection of Bonby Pre-School

Worlabby Primary School, Low Road, Worlabby, BRIGG, South Humberside DN20 0NA

Inspection date: 9 January 2024

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

Staff place a great emphasis on developing relationships between children, families, school and the local community. They provide a strong, supportive and inclusive environment that helps children to enhance their personal, social and emotional development very well. Staff greet children and parents warmly on arrival. Children show that they know the routine. They take off and hang up their coat, put their lunch box in the designated area and wash their hands. Children place their personalised peg doll in the wooden house to self-register their attendance. They show their positive attitudes to learning and quickly engage in play with staff or their peers. Children's behaviour is very positive. They show how they are happy, settled and feel secure at this friendly and welcoming pre-school.

The manager and staff continue to identify the impact of the COVID-19 pandemic on children and their parents. They focus on building some children's resilience to outdoor play, especially when the weather is cold or wet. Staff encourage children to wear the available outdoor shoes, waterproof clothing and hats. Children show their enthusiasm for the activities outdoors. Staff continue to support parents who find it difficult to leave their child at the pre-school. They spend time getting to know parents as well as their child to help reduce any anxiety they may feel.

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

- Staff plan small-group activities. Children take it in turns to choose an item from the box that begins with the letter sound 'S'. Staff cover these items and children guess which one has been removed. Children take it in turns to use their finger to trace the formation of the letter 'S' on the card. Staff consider the skills children will need for their move on to school.
- Children have access to books in all areas of the environment. They re-enact events from familiar stories they hear. For example, children construct a bridge outdoors, such as that from the story 'The Three Billy Goats Gruff'. Teachers from the school on site invite staff in to see how they teach phonics. This helps to ensure that there is consistency of teaching for children's early literacy learning.
- Staff introduce words such as 'artificial', when they talk about the Christmas tree. They also explain the meaning of new words to children to ensure that they understand what they have said. Staff extend children's vocabulary very well.
- Staff use effective assessment and planning to help children to learn across all areas of learning. They regularly observe children and take photos of their play. Staff also complete termly summary reports. They ensure that learning is sequenced, and children make good progress.
- Children explore different materials during creative play. However, staff do not

fully optimise opportunities for all children, including those who speak English as an additional language, to communicate through the arts, such as through music and musical instruments.

- Staff invite parents into the pre-school to take part in activities. They also provide parents with regular ideas about how they can continue their child's learning at home. Parents become emotional when speaking about staff's kindness and care to their children. Partnerships with parents are a key strength of this pre-school.
- Children demonstrate their knowledge and interest in mathematics outside. They follow instructions to find the lowest number on the wooden circles and then count independently from one to 10. Staff challenge children's learning well. For example, they ask children to count the spot arrangements on the wooden ladybirds and match their findings to the written numeral.
- The special educational needs coordinator (SENCo) and staff are passionate about supporting children with special educational needs and/or disabilities. They make prompt referrals to other professionals, where necessary, and work closely to support parents. Additional funding is also used well to ensure the best outcomes for children.
- Staff teach children about differences between themselves and their peers, such as their height and family structure. However, there is room to develop children's understanding of diversity and life in modern Britain.
- The manager and staff keep their mandatory training and professional knowledge up to date. For instance, the manager attends termly SENCo update meetings and shares this information with staff. The manager and staff attend training that benefits children's learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- maximise opportunities for children to learn more about diversity and life in modern Britain
- consider the curriculum for expressive art and design further to enable all children to communicate through the arts.

Setting details

Unique reference number	EY424044
Local authority	North Lincolnshire
Inspection number	10301315
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	17
Name of registered person	Bonby Pre-School Committee
Registered person unique reference number	RP520885
Telephone number	01652 618922
Date of previous inspection	16 January 2018

Information about this early years setting

Bonby Pre-School registered in 2011 and is based in the grounds of Worlaby Primary School. The pre-school employs three members of childcare staff, all of whom hold early years qualifications at level 3 or above. The pre-school is open from Monday to Friday, term time only. Sessions are from 8.30am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Tucker

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 the inspector had a learning walk together of all areas of the pre-school and discussed their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the staff with the inspector.

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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