

Inspection of Bishops Tachbrook Pre-School

Bishops Tachbrook C Of E School, Kingsley Road, Leamington Spa, Warwickshire
CV33 9RY

Inspection date: 13 March 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

Children are eager to come into pre-school. They line up at the gate and separate from parents with ease. The pre-school is a hive of activity. Children can independently choose from a wide range of activities staff have designed which ignites a curiosity and thirst for learning. This means that children spend long periods of time at their chosen activity. Overall, children behave well. Staff remind children of the golden rules, such as good sitting and listening. Children are kind to their friends, and they hug each other. Staff help children to develop a deep love of literacy. They support children to have high aspirations and dreams. When reading the story 'Zog and the flying doctors', the children challenge the king's beliefs that girls cannot become doctors. Children say, 'they can, we can'. Staff reinforce this as they agree with the children and say all children could become anything they want. This helps to boost children's self-esteem.

Staff are kind and nurturing. Children feel safe and secure. They demonstrate this by being confident and if reassurance is needed, cuddles are given with kind words. Children have fun both indoors and outdoors. Indoors they manipulate play dough which helps strengthen fingers ready for pencil control. They draw flowers and talk about the life cycle of plants. Outdoors they play in the water tray pouring and scooping water into potions bottles. They say the potions will turn them into butterflies so they can fly. Children exert energy as they run, play, and laugh with their friends.

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

- Leaders and staff are passionate about children and delivering the best outcomes for them. The curriculum is designed to continually build on what children know and can do. It equips them with the skills they need for their next stage of learning and eventual move to school.
- Leaders and staff strive to forge excellent relationships with the school to support children with their transitions and emotional resilience. In the summer term, teachers from the reception classes come to pre-school to read stories with the children. This helps them to become familiar faces for the children. That said, since the COVID-19 pandemic, children have been unable to have the same opportunities and do not interact with their peers. Consequently, children's emotional well-being when they move to school, is not as secure.
- A strong focus on communication and language ensures children are exposed to a rich vocabulary of words. Staff ask children questions which require them to practise talking in sentences. Screening for speech and language is undertaken to ensure children are at their expected developmental stage. This allows for any gaps to be swiftly identified and support put in place. However, in group activities, children who are not as confident as others do not always get the

chance to talk, to share their thoughts and ideas.

- Partnerships with parents are strong. Parents say staff are caring, kind and approachable. They also say that their children enjoy coming to the pre-school and that they have made progress with their learning. They appreciate the support they receive and know that their children are safe. Information is shared via email and parents' evenings are held termly.
- Staff morale is high. They work together extremely well. Opportunities to attend training is available. Currently staff are undertaking training to support children who may have special educational needs and/or disabilities. High expectations for children's learning helps to ensure that they all make the best possible progress which they are capable of.
- Staff know all the children well. Detailed information is gathered from parents when children start. Accurate observations and assessments on children's progress are completed by staff. This allows them to precisely plan activities in line with children's interests. Each week staff plan new activities using themes and the interests of the children. For example, children expressed an interest in Teepees. Therefore, staff provided a Teepee and children now use this as a reading area with their friends.
- Children learn to become independent. Self-care skills, such as going to toilet by themselves is promoted. They wash their hands after playing outdoors or messy play. Children, even the youngest learn to put their own coats on and take off and put their shoes back on. These are skills in preparation for school readiness.
- A particular strength is mathematics. Children love to learn maths. They know their colours and shapes. Staff support children to count and recognise numbers. They spend time one-to-one with their key children where games for maths and phonics are accessed. Mathematical language is used, for example when building sandcastles staff talk about the buckets, whether they are light or heavy, full, or empty. This means children go to school with a good understanding.

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:

- continue to build relationships with school so children have even more opportunities to interact with peers in preparation for their transition to school to help their emotional resilience
- support children who may have less confidence than others to be able to share their thoughts and ideas during group activities.

Setting details

Unique reference number	EY499001
Local authority	Warwickshire
Inspection number	10312406
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 4
Total number of places	24
Number of children on roll	26
Name of registered person	Bishops Tachbrook Pre-School Nursery
Registered person unique reference number	RP535224
Telephone number	01926 313508
Date of previous inspection	30 April 2018

Information about this early years setting

Bishops Tachbrook Pre-School re-registered in 2016, and is situated within a classroom in Bishops Tachbrook C of E Primary School. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or 3. The pre-school opens from Monday to Friday term time only. Sessions are from 8.30am until 3.30pm. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Johanna Holt

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- 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 inspector carried out a joint observation of group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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