

Inspection of Bar Hill Preschool CIO

The Village Hall, The Spinney, Bar Hill, CAMBRIDGE CB23 8SU

Inspection date: 11 November 2024

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 demonstrate their enjoyment of spending time at this welcoming setting. Staff's gentle, nurturing approach and their commitment to understanding each child play a key role in helping children to settle and they quickly build secure, trusting relationships with staff. Staff have high expectations and model inquisitive behaviour. Children frequently mirror this as they play. For example, children work together to build models with large construction blocks, wondering how they can balance these effectively, and confidently trying different methods until they succeed. Daily opportunities such as this aid children in gaining valuable skills that support them when they move on to school.

With sensitive staff support, children are gaining a good understanding of how their behaviour affects others, often resolving minor disputes independently. They help create displays about emotions, referring to these to help describe how they are feeling. Staff take care to ensure that all areas used by children are safe. Their ongoing explanations support children in understanding safety. For instance, children use tools, such as scissors and tape dispensers, safely and effectively. Well-implemented routines, such as washing hands before eating, and ongoing activities, such as cleaning model teeth, support children in gaining a good understanding of healthy lifestyle practices.

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

- All staff demonstrate a sincere commitment to their work. This is apparent in their resolve to understand each child and to do their best to ensure that all children make good progress. They make good use of additional funding to further support children's development. Staff receive regular supervision that aids them in continuing to review and develop their practice.
- Staff observe and assess children well. They understand what children are learning and plan the next logical steps in this. Staff's skill in noting areas where children require further support is a key strength and they take the earliest opportunity to involve further professionals when needed. This helps to ensure that children with special educational needs and/or disabilities receive pertinent support.
- Staff ensure that children have lots of interesting things to talk about, helping to build on their language and communication skills. For instance, children eagerly 'purchase' items from the role-play shop. They look at the labels and name the items, using their language skills as they organise the use of conkers as money.
- Children demonstrate a great enjoyment of books and reading. They choose favourite stories, remembering the author and illustrator. They join in with repeated refrains and confidently predict what happens next. When staff ask questions about the book, children carefully consider these, using their

knowledge of the characters to put together their answers.

- Staff interact well with children, encouraging them to extend their play and build on their skills. For example, children participating in junk modelling work out how to join pieces, experimenting as they cut string, tape and ribbon. Children express their creativity as they use leaves, conkers and sticks to create pictures.
- Thoughtful activities support children in appreciating differences and understanding the wider world. For example, children visit local places of worship and talk about their family beliefs. They visit a local war memorial and staff sensitively explain this. Children recall this knowledge when they stand quietly on Remembrance Day.
- Partnerships with parents are good. Parents speak highly of the setting, noting staff's caring approach and how they offer children a good balance of indoor and outdoor play opportunities. Staff communicate well with parents and support them in building on their children's learning. Furthermore, staff work well with other providers caring for the children. They share information and ensure there is a consistent approach to children's care and to promoting their development.
- Staff pay attention to children's needs and usually take account of these in the daily routines. However, on occasion, staff follow routines more rigidly, such as at times of transition between activities and snack time. At these times, children who have become absorbed in their play are interrupted and cannot continue this and pursue their ideas and 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:

- review daily routines, such as at times of transition, so that all children can remain engaged and have opportunities to continue their play when appropriate.

Setting details

Unique reference number	2813416
Local authority	Cambridgeshire
Inspection number	10371548
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	25
Number of children on roll	19
Name of registered person	Bar Hill Preschool CIO
Registered person unique reference number	2813413
Telephone number	01954782892
Date of previous inspection	Not applicable

Information about this early years setting

Bar Hill Preschool CIO re-registered in 2024 and was originally established in 1972. The pre-school employs nine members of childcare staff. Of these, 7 hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm. It provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Eyre

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want the children to learn.
- The inspector observed staff interaction with children during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- Meetings were held between the inspector and the manager and with the nominated individual. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.

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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