

# Blagdon Under Fives Pre-School



Blagdon School, Bath Road, Blagdon, Bristol, Avon BS40 7RW

<b>Inspection date</b>	21 November 2018
Previous inspection date	14 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- Staff and children build strong relationships. Staff are friendly and caring and children really enjoy their company. Children are happy in the setting and grow in confidence, alongside the reassurance and close support offered by the attentive staff.
- Skilled and knowledgeable staff follow children's lead well. They motivate children to explore and develop their skills. They use accurate observations and assessments to build on what children already know and help them make good progress.
- Staff build good partnerships with parents, supporting a consistent approach for children. They chat regularly to parents, sharing information about each child's day. Parents say they like the ease of access to their children's journals, stored in the hallway, and learning about their children's progress through regular meetings.
- The manager and committee leaders are dedicated to continually reviewing all aspects of practice. They work closely with staff and other parents to lead ongoing improvements. For example, they have outlined additional focused key roles and sub-groups to help the committee be more effective in their management duties.

### It is not yet outstanding because:

- At times, staff do not encourage children to think of their own ideas or give them time to solve problems for themselves, to develop children's thinking skills further.
- Staff do not focus precisely on all of the available learning opportunities during some adult-led activities, so that they support children's development to the highest level.

## What the setting needs to do to improve further

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

- enhance the support for children's thinking and problem-solving skills further
- focus more precisely on all of the available learning opportunities within adult-led activities.

### Inspection activities

- The inspector observed activities in the main play room, the outside learning environment and conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the provision and members of the committee. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents spoken to on the day.

### Inspector

Rachel Howell

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff understand what to do if they are worried about the children in their care. They carry out thorough risk assessments and implement strong procedures to ensure children are always kept safe. For example, they use gates and other equipment to restrict children's access to higher risk areas. They keep track of children closely, such as when younger children are being collected and older children are arriving for the after-school session. The manager and committee leaders ensure vetting procedures for staff and committee members are thorough. The manager monitors the quality of teaching, children's progress, conducts review meetings with staff and outlines training needs. The setting's early years professional attends meetings to gain new ideas. She supports improvements to practice, such as adapting the planning processes to focus more closely on children's emerging interests and needs.

### Quality of teaching, learning and assessment is good

Staff are responsive to the choices that children make. They sensitively join children and have great fun as they play together. For instance, children construct a wall to keep a 'pink monster' away. Staff quickly pick up on links to the children's favourite story. They all giggle as they act this out and hide from the monster and a bear. Staff engage with children at appropriate times to extend their learning effectively. For example, while children pretend to shop, staff help them to find bags and use the play till and money to model buying items. Children talk about making a 'chocolate strawberry cake'. They select items for their cake and put it in the play oven. Staff encourage children to use language related to time and children say their cake needs to cook for 'five minutes'.

### Personal development, behaviour and welfare are good

Children learn to appreciate the company of others. They enjoy social meal times and playing with their friends. They respond to the staff's gentle reminders about the boundaries that are in place for safety and behaviour, and eagerly tidy away the toys. Children's health and well-being are supported well. They learn about nature on walks in the nearby woodland. Staff make good use of areas outside to offer children different spaces and experiences. For instance, children enjoy sensory exploration with sand and water on the decking. They ride scooters and play cars around a sectioned-off area of the school playground, enjoying the chance to be physically active in the larger space.

### Outcomes for children are good

Children's communication and literacy skills develop well. For example, they learn to use books as a point of reference, such as looking up recipes and finding out what dinosaurs eat. They learn to make marks for a purpose, as they create lists for their imaginative shopping play. Children listen well, take turns in conversation and share their experiences in a group. For instance, they enjoy singing or listening to stories, and show their knowledge as they join in and finish off phrases. Children take pride in doing things for themselves, such as pouring their own drinks and getting their coats and boots on. Children benefit from the close liaison between the setting and the school. They gain essential skills and are being appropriately prepared for their move on to school.

## Setting details

<b>Unique reference number</b>	EY284606
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10073382
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 10
<b>Total number of places</b>	20
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Blagdon Under Fives Community Group Committee
<b>Registered person unique reference number</b>	RP907438
<b>Date of previous inspection</b>	14 January 2016
<b>Telephone number</b>	07748 367257

Blagdon Under Fives Pre-school registered in 2004. The setting employs four members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 to level 6, including one who has achieved early years professional status. The setting opens during school term time only. It operates on Monday for the after-school club from 3pm until 6.30pm. It then opens for the pre-school and after-school club Tuesday to Thursday from 8.30am to 6.30pm, and Friday for the pre-school from 8.30am to 3.30pm. The setting provides funded early education for three- and four-year-old children.

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