

# Bradpole Pre School

Inspection report for early years provision

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**Unique reference number** EY358101  
**Inspection date** 24/05/2012  
**Inspector** Anna Sketchley

**Setting address** Sir John Colfox School, Ridgeway, BRIDPORT, Dorset, DT6  
3DT  
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**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Bradpole Pre-School has been registered in the current premises since September 2007. This parent committee-run group operates from rooms within the Sir John Colfox School, which is situated in Bridport, Dorset. Children have the use of a main pre-school classroom, an enclosed outdoor play area, the school hall and extensive grounds including a pond and woodlands. There is a separate pre-school office/staff room in the main area of the school. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. . It may care for no more than 26 children under 8 years; of these, not more than 26 may be in the early years age group, and of these, none may be under 2 years at any one time. There are currently 65 children on roll. Many of these receive funding for free early years education. The setting supports children with special educational needs and/or disabilities. The group opens Monday to Friday during term time only. Breakfast Club : 8am - 9am Morning Session : 9am – 11.30am Lunch Club : 11.30am – 12.30pm Afternoon Session : 12.30pm - 3pm. Children attend for a variety of sessions and those who stay all day bring a packed lunch. There are ten members of staff, the majority of whom have appropriate early years qualifications. Six hold a Level 3 National Vocational Qualification and two hold Level 4. One is a full time administrative assistant. The setting has an excellent relationship with the school and receives support from the Dorset Early Years Education Adviser.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Bradpole Pre-school is an outstanding setting run by a highly effective manager and mature team of skilled, dedicated and long-serving practitioners who ensure that all individual children's needs are very well met through exemplary planning and assessment. Children experience exciting and stimulating activities and are exceptionally well cared for and safe, ensuring that they make rapid progress in their learning and development. Overall, the enclosed outside area further enhances very good learning experiences. The partnership with parents and carers is extremely well established and excellent links exist with the host school. Rigorous self-evaluation and the drive and ambition to continue to develop its practice, ensures that the pre-school has an outstanding capacity for further improvement.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- organise the outside area, attending to the undulating surface, to provide a

more effective space for children to further enjoy all the excellent activities on offer across all areas of learning

## **The effectiveness of leadership and management of the early years provision**

Safeguarding is an extremely strong feature. All policies and procedures are rigorously carried out through daily routines and checks, especially in the outside area. Concerns about the slide at the last inspection have been completely rectified and new play equipment has been installed. All adults are fully trained in first aid and child protection. Children play safely together indoors and outside, listening carefully to instructions and demonstrating they know how to keep safe when using ride on toys and climbing equipment. Healthy eating has a high profile. Parents and carers are asked not to put fizzy drinks, chocolate or sweets in packed lunches and children enjoy healthy snacks of fruit, cereal and toast. Water is always easily accessible. As a result, children learn in an exceptionally safe, healthy, calm and enjoyable environment at all times. The pre-school is extremely well led and managed and staffing and resources are generous. An excellent staff team spirit, a very positive attitude towards self-evaluation and acceptance of advice from the local authority have led to very good improvement since the last inspection. The now quite exceptional detailed planning and assessment in all areas of learning, ensures that the next steps in learning for all children are very well identified and met. This is particularly the case for the oldest children about to transfer to Reception, and children who have special educational needs and/or disabilities or whose circumstances could make them vulnerable. Exemplary records exist for each child and regular observations, assessments and annotated photographs can be traced back to the planning associated with their individual needs and interests. These comprehensive learning journeys are shared with parents and carers on a half-termly basis and are an exceptional strength of the setting. The staff's considerable commitment to professional training, especially children's talk, provides a very skilled workforce. As a result of these exemplary procedures, children make rapid progress. Equality and diversity are embedded extremely well and the pre-school is fully inclusive, all are treated equally and there is no discrimination. Children transfer to many different schools and this is managed very effectively. Reception teachers have the opportunity to visit the pre-school prior to transfer and pre-school staff accompany children on their first day at school to ensure that they settle in well. An excellent partnership exists with the host school, who sends older pupils to the pre-school for work experience, whilst the pre-school enjoys the use of the school's excellent outdoor environment to extend children's experiences. External agencies, particularly those who support children with special educational needs, are very well used when required and very good links are forged with other nurseries. The pre-school supports the local community very well, especially through the local church. Parents and carers value the pre-school very highly indeed, saying that their children are very safe and extremely well cared for and really enjoy attending. They support the pre-school very well as they prepare for the imminent 'Table Top' sale. Communication through regular newsletters and the daily notice board is excellent.

## **The quality and standards of the early years provision and outcomes for children**

A very warm welcome awaits everyone on arrival and children learn to identify their name, self-registering and choosing from a wide range of exciting, stimulating and well organised activities. They quickly become confident, motivated and develop self-esteem because of the imaginative provision and excellent adult intervention. A new child is exceptionally well included and offered support as she chooses to make patterns with coloured pegs. Another, upset at separation, is easily distracted and comforted by looking at the tadpoles. Adults interact with children very well, encouraging talk, providing excellent opportunities to extend children's language skills. Older children gather in a small friendly space decorated as 'under the sea' to enjoy the appropriate story 'Don't Eat The Teacher!' in readiness for their transfer to Reception. Using utensils for working with play dough, cutting coloured straws to make pictures and mark making all ensure that children practise their fine physical skills in a variety of interesting ways. Children cooperate, share and take turns particularly well, whilst energetically playing on the trampoline, ride on toys and the climbing equipment, exercising their muscles and developing balance and coordination very well. Children listen very carefully to instructions as they use the outside space wisely, learning excellent personal and social skills. As a result, behaviour is exemplary. Helping to tidy up and raising money for charity enables children to contribute very positively to the pre-school and the community. Children have an excellent understanding of keeping safe and healthy, knowing that they must wash their hands before snack and lunch, 'to keep them clean because of the germs'. They observe boundaries as they wait their turn at the 'ice cream kiosk' saying 'please' and 'thank you' very politely. This special treat is an excellent learning experience as children learn to count to five with real pennies, queue up, choose and pay for their ice cream snack at the playhouse. The outside area provides children with an exceptionally wide range of exciting activities across all areas of learning, including a tent and tube to crawl through, water play, sand area and chalk boards as well as all the exercise equipment. Excellent wet weather protection means that activities can be enjoyed in all weathers. However, it is difficult to give all the activities sufficient effective space because of the undulating surface. The pre-school ensures that children learn and understand about people of other faiths and cultures through excellent resources, such as persona dolls, books, puzzles, songs and dressing up clothes. They learn about the world around them as they enjoy hour-long walks to the pond and woodlands within the grounds, build a tepee and take part in imaginary dance and music making. They benefit significantly from visitors, such as the local police, fire brigade and nurse. All the skills they learn, especially the first phase of recognising sounds and rehearsing numbers, as well as developing very good personal and social skills, prepares them exceptionally well for the future.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met