

Bidbury Pre-School

Bidbury Infant School, Fraser Road, Havant, Hampshire, PO9 3EF

Inspection date	16/10/2012
Previous inspection date	13/07/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and confident. They demonstrate that they feel safe and secure through the warm relationships they share with the caring and supportive staff. There is an effective key person system in place to help ensure that new children settle easily into the pre-school and that children receive good support emotionally
- Children have good access to a suitable range of resources as they choose the toys they would like to play with from low-level shelving
- Staff encourage parents to share what they know about their children and to become involved with their children's learning. Regular discussions, meetings and newsletters keep parents up to date with pre-school activities and children's experiences.
- Staff use consistent and clear boundaries for children who are developing a sound understanding of acceptable behaviour. Children learn to share, take turns and be kind to one another.

It is not yet good because

- Assessments of children's learning are not fully effective in monitoring progress. Planned activities do not always reflect and support individual children's next steps in learning or offer enough challenge to engage children fully.
- While staff benefit from a sound induction procedure and appraisals twice each year, there is a lack of focus on regular supervision and coaching to improve practice.
- Staff do not always extend individual children's learning effectively through high-quality

interactions during their play activities.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the playroom and in the outside area.
- The inspector spoke to the manager and examined a sample of policies and procedures used to promote children's safety and well-being.
- The inspector sampled children's development records and took into account the self-evaluation document and the pre-school's development plan.
- The inspector conducted joint observations with the manager.
- The inspector took account of the views of parents spoken to during the day.

Inspector

Helen Edwards

Full Report

Information about the setting

Bidbury Pre-school opened in 1998. It operates in a ground floor room in Bidbury Infants School with access to the kitchen, toilets and outside play area. The pre-school is a community group managed by a voluntary committee of parents. Children attend from the surrounding area and most transfer to Bidbury Infants School. The pre-school is in receipt

of funding for the provision of free early education for children aged three and four years. There are currently 36 children on roll in the early years age range. The pre-school supports children with special educational needs and/or disabilities and children learning English as an additional language. The pre-school opens five days a week in term time. Sessions are from 9am to 12 noon and 12 noon to 3pm. Children attend for a variety of sessions. There are seven members of staff working with the children, including six with an early years qualification equivalent to National Vocational Qualification level 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the programme for communication and language by a) encouraging children to listen carefully to different speech sounds; b) providing stimulating activities which excite children's curiosity and invite them to talk about what they see, hear, think and feel; c) using talk to describe what children are doing; d) providing open ended questions to extend children's thinking and language skills
- improve the assessment system by a) monitoring children's individual progress carefully across all seven areas of learning; b) using this information to plan appropriate and challenging next steps for individual children
- foster a culture of mutual support, teamwork and continuous improvement by a) implementing a system for the regular supervision of staff; b) providing on-going coaching and training to improve practice; c) involving staff in the self-evaluation process.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff work together to provide a welcoming, safe and child friendly environment. They have a sufficient knowledge of the seven areas of learning within the Early Years Foundation Stage and most children make satisfactory progress. Staff plan an appropriate range of activities and most children engage in these happily. Children receive a happy and enjoyable early years experience that adequately supports their future learning.

All children have good access to the toys and resources on offer. They choose from low-level shelving and they enjoy a sufficient range of activities. Staff plan the sessions based mainly on child-initiated play so that children can follow their own interests. Children play games that help them to recognise and say rhymes such as 'lock' and 'clock', and they

take part in singing songs that help them to develop their understanding of number, for example, 'Five little speckled frogs'. They engage in activities that involve counting and measuring to support their mathematical development. Children develop co-ordination and laugh with enjoyment as they ride round on bikes. They enjoy spending time outdoors where they play with the sand, build with construction materials, and complete puzzles. There are also opportunities for them to dig, to roll toy cars down a section of drainpipe and to examine insects with magnifying glasses. However, activities are not stimulating enough to sufficiently engage and challenge all children.

Staff support some children's language development sufficiently. However, conversations with children are often quite general and superficial. Staff do not use open-ended questioning or introduce new vocabulary to extend children's thinking and language skills. A member of staff is due to attend training on supporting children's communication skills and plans are in place to develop this area of learning.

Systems for keeping profiles of children's learning are in place but currently parents do not contribute to them. Children's key persons and parents exchange some useful information about daily activities and individual needs and this helps staff to know their key children well. However, staff do not monitor children's progress in their learning and development effectively in order to successfully plan for their individual needs, interests, and stages of development. Consequently, activities and experiences are not challenging and enjoyable for all children. Children's assessment records are in the process of being adapted and the management is working closely with the local authority to develop a more accurate picture of children's rate of progress.

The contribution of the early years provision to the well-being of children

The pre-school has a positive key person system in place, which supports children to form secure emotional attachments. They are happy and settled due to the effective and flexible arrangements made with each family prior to starting. There is a friendly rapport between staff and children. Staff give cuddles and comfort immediately to children who are upset and this helps children to feel safe and to have a sense of belonging. Children form good friendships with others and play together co-operatively, for example, in role-play. Children show good self-confidence and independence as they choose their own resources and tidy activities away.

All staff are positive role models, and they give children clear guidance about what is expected. Staff are consistent in managing unwanted behaviour. Children respond well to praise and timely reminders from all staff of simple rules like taking turns and sharing toys. Consequently, children behave well and are co-operative. Children can choose from a selection of healthy foods and drinks at snack time, and are learning independence skills as they spread their own butter and jam. They also self-register on arrival, selecting their name card and placing it on the registration board, which further promotes independence.

Staff are attentive and responsive to children's individual care needs. Staff have a good awareness of children's allergies and dietary requirements and they encourage children to

follow good hygiene practices, which protects children from the risk of cross infection. Children have regular opportunities to access fresh air and exercise because staff are suitably deployed to permit easy access between the indoor and outdoor play areas.

Children are prepared for the next stage in their learning because there are close links with the adjoining school, and staff give careful consideration to preparing them for transitions.

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

The manager demonstrates a positive approach to promoting improvement, and is currently undertaking a degree in order to develop her professional skills and knowledge. There is capacity to develop the provision in order to improve outcomes for all children. The manager is beginning to set clear targets within the development plan to improve the quality of the provision. The manager works closely with the local authority to review and develop the educational programmes and she is committed to improving practice.

Leadership and management in understanding and implementing the requirements of the Early Years Foundation Stage is satisfactory. However, the management team do not effectively monitor curriculum coverage or track the progress that children are making. Consequently, staff do not have a secure knowledge and understanding of how to assess and promote children's development and help them reach their full potential in all areas of learning. Although staff plan a range of activities and experiences that children mostly enjoy, insufficient account is taken in respect of planning to promote individual children's learning. As a result, some children only make satisfactory progress towards the early learning goals.

All staff undertake training in safeguarding and they demonstrate a secure understanding of how to promote the welfare of the children. Staff all have valid first aid qualifications and they follow policies and procedures that help to keep children safe and healthy. They follow effective procedures, such as wiping down tables prior to snack time and ensuring children wash their hands prior to eating.

The self-evaluation document demonstrates the manager's reflections of strengths and areas for development, but staff do not yet play a part in evaluating provision and making suggestions for future improvements. The manager has engaged in an evaluation of the environment and changes have been made recently to improve certain areas; for example, the book and role-play areas now look more inviting for the children.

There are sound induction procedures and this helps to ensure all staff are suitable to work with children and receive adequate support when first starting at the pre-school. The chairperson conducts twice-yearly appraisals with staff but the management have yet to introduce regular staff supervision. As a result, opportunities to foster an ongoing culture of mutual support, teamwork and continuous improvement, and for staff to receive coaching to improve their personal effectiveness, are not fully effective.

Staff work effectively with parents to help children settle, to help them to share what they know about their child, and to keep parents informed about the provision. Discussion with parents demonstrate that overall they are very happy with the care and learning opportunities available to their children. Parents comment that staff keep them informed on a daily basis of their children's activities, and that they value the pre-school's newsletters and parents' evenings to share information with the staff. The manager has developed relationships with external agencies and other providers so children receive appropriate interventions and the support they need.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	110403
Local authority	Hampshire
Inspection number	813388
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	18
Number of children on roll	36
Name of provider	Bidbury Pre-School
Date of previous inspection	13/07/2009
Telephone number	023 92471472

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

