

# The Bungalow Pre-school

10 Prince Edward Road, SOUTH SHIELDS, Tyne and Wear, NE34 8PS

## Inspection date

Previous inspection date

25/11/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

2

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

1

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

2

## The quality and standards of the early years provision

### This provision is good

- Staff have a very good understanding of children's achievements and where they need to go next. As a result, children make good progress.
- Children make very good progress in communication and language because staff have a clear understanding of how they can support children.
- Children build up a very close relationship with their key person. This is because the staff get to know the child and their family very well.
- Children learn in a stimulating environment indoors and outdoors which supports children's independence extremely well.
- The setting has developed extremely good partnerships with education and health professionals. This means they work together effectively to support the children as individuals.

### It is not yet outstanding because

- There is room to develop the already good partnership with parents so that they clearly understand teaching approaches and the reasons behind these.
- There is scope to further strengthen the already good leadership and management of the setting to ensure monitoring sharply focuses on the impact of teaching on children's learning in order to help children to make outstanding progress.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector toured the setting with the manager.
- The inspector observed activities in the indoor and outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent surveys.
- The inspector talked to staff at appropriate times throughout the session.

## Inspector

Elizabeth Fish

## Full report

### Information about the setting

The Bungalow Pre-school was originally registered in 2010 and re-registered in 2013 as a limited company on the Early Years Register and the compulsory part of the Childcare Register. It is privately owned and managed and is situated in the primary care trust and library building in the Cleadon Park area of South Shields. The setting has access to a secure outdoor play area.

The setting employs four members of childcare staff, including the manager. The staff hold appropriate early years qualifications at level 3 and the manager holds a level 6 qualification. There are currently 42 children attending, all of whom are within the Early Years Foundation Stage. Sessions are from 8.45am until 11.45am Monday to Friday and from 12.30pm until 3.30pm Tuesday and Thursday during term time. The setting currently takes children from two years to four years of age. It supports children with special educational needs and/or disabilities. Children attend for a variety of sessions.

### What the setting needs to do to improve further

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

- hone and enrich the partnership with parents by working more closely with them to explain the reasons behind teaching approaches so that they understand the positive impact this will have on the children's learning
- extend the already good leadership and management of the setting by ensuring monitoring is sharply focused on the impact of teaching on children's learning.

## Inspection judgements

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

Staff in the setting are enthusiastic about their work. They ensure that children enjoy a range of interesting and challenging experiences across the seven areas of learning, which are thoughtfully planned to support children's interests. For example, staff put ginger in the sand when they are focusing on the story of about a gingerbread man. This clearly stimulates children's senses as they talk about it a week later as they continue to make gingerbread men in the sand. Children plan what they are going to do in the session. Older children have clear plans in mind as they plan three activities, which they wish to do and tell the staff which activity they will do first. As a result, children are engaged for extended periods of time because they are interested and motivated to learn. These skills support children's overall learning effectively. All children make good progress in the setting. This is because staff find out a lot of information on entry. This helps staff to

develop a clear understanding of the needs and interests of the children when they start. Staff carry out regular and precise assessments, which are matched to age-related expectations. This means that staff have a very detailed understanding of children's achievements and how they can support them further. This feeds into planning for the individual children and the setting as a whole. The setting works very hard to develop a good relationship with parents. They share children's learning journals with parents and encourage them to contribute to the assessments. Staff work with parents individually, sometimes inviting parents into the session, so that they can clearly see where they can support their child further; this then forms part of the ongoing dialogue with parents. However, occasionally activities, such as colouring, are planned to support parents' wishes. Through discussion staff recognised that this was not appropriate for children who demonstrated a more immature pencil grip. There is scope therefore to develop this partnership further so that parents clearly understand the teaching approaches in the setting.

Staff have taken part in the government funded programme 'Every Child a Talker' and this has had a positive impact on the development of communication. Staff carry out a speech and language screening programme for all children and liaise with speech and language therapists to plan appropriate interventions. This means that staff are more confident in highlighting and supporting children's communication and language. They liaise with parents and give advice about how they can support their children too. They keep a language diary about the vocabulary and sentences that children use, which is shared with parents. When communicating with children staff get down to the child's level and maintain good eye contact. Timely interventions and thoughtful questioning mean that children are encouraged to think carefully about what they are doing and why things have happened. For example, staff help children to think about how they could keep their baby warm, asking appropriate open-ended questions, such as 'I wonder what we could use'. This means that children are able to think ideas through and learn from them. The staff also use sign language throughout the session as they talk to the children or when singing. This supports children who find communication more difficult. As a result, children make good and in some cases very good progress in communication. Literacy is supported well in the setting. Children have access to a well-stocked book area and staff use books as a stimulus for further learning. Children enjoy using puppets as they retell the story about three little pigs. These opportunities help children to develop early reading skills. There are a range of opportunities planned to enable children to develop their physical skills. Children learn how to use knives and scissors safely. They use ribbons and streamers to develop muscle strength. They are also able to develop skills, such as pedalling and steering as they use bikes outside. They attend 'wiggle and jiggle' sessions at the local library, which support this further.

Staff plan a range of activities to enable children to learn about the world around them through practical exploration. They enjoy making bread with staff. They also enjoy learning about the changes in the seasons and the weather as they explore the wind blowing ribbons in the trees. Counting is promoted well through everyday routines in the setting. For example, at snack time children count out the children present and count out the correct number of cups. They also use numerals to record the number present. Good support by staff helps children to think about everyday problems, such as have they got enough cups or how many more do they need. This helps children to use and apply their

mathematical knowledge in a range of everyday situations. The staff use singing throughout the session as they sing about the weather and various parts of the routine. Children love to join in with this. This helps prepare children for the next part of the session and helps develop communication skills. Children enjoy imaginative play and enjoy playing in the kitchen, weighing ingredients and making cups of tea.

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

Staff are dedicated to providing a home from home environment, which puts the children first. Children are extremely happy and settled in the setting and they have an excellent relationship with the staff. Children develop a very close bond with their key person. This is because the key person is linked to the family. For example, the key person looks after the younger sibling if she was the key person with an older sibling. As a result, the key person has a very strong relationship with the child and their family. The children thrive in the setting because all staff, especially the key person knows each child extremely well and recognises when they are in need of extra support. This means that children are emotionally secure. Children settle into the setting extremely quickly because there are excellent settling-in procedures, which are centred around the child and their family. Staff find out important information, including children's interests and favourite games and toys and also where they are in their learning on their admission form. Children attend for sessions with their parents before starting. They also have an open day where the key person can get to know the children and their families. Parents comment that the staff are extremely kind and caring and have the needs of the children at the heart of all they do. Staff have extremely well thought out arrangements in place for transitions to other settings. Staff invite teachers to visit the setting in the summer. They go through learning records with the staff and encourage children to take those to school when they start. This ensures school staff know the children well and can support their learning needs effectively.

Children play in an extremely stimulating and well-organised environment both indoors and outdoors, which has been thoughtfully arranged to reflect the seven areas of learning. All resources are easily accessible; this enables children to select their own resources independently. Labels and pictorial prompts also help children to tidy up resources and return them to the correct place. For example, children return their bikes and scooters to the correct places because photographs on the wall help children to know where they go. Displays in the setting recognise children's achievements and things that are important to the children. Children are able to choose whether they want to play inside or outside. This means children benefit from fresh air throughout the session but still have the opportunity to be quiet and restful indoors too. Children learn about healthy lifestyles. They have regular opportunities for exercise as they ride bikes outside or crawl through tunnels. They also attend 'wiggle and jiggle' sessions at the local library. They demonstrate an excellent understanding of health and hygiene as they wash hands before snack. They know how some foods, such as fruit, are good for them at snack time. The setting places a high priority on independence, which is promoted throughout the session as children are encouraged to chop up snack, butter their own toast at breakfast and put on their own coats, shoes or wellington boots. This ensures children are extremely well prepared for school.

Children have a superb awareness of how to keep themselves safe as they learn how to leave the building in an emergency because they practise fire evacuation regularly. They learn how to handle equipment such as knives and scissors safely. Children also learn how to keep themselves safe outside as they use the bikes. They learn to go in one direction and control speed so that they keep other children safe. Children are extremely well behaved. They develop the rules within the setting and help other children to follow the rules. The setting emphasises kind behaviour and talks with the children about good behaviour. They also use reward charts as they work with parents individually to support behaviour management. Children learn to play alongside other children; they ask for resources and ask to join in games. Consequently, they play extremely well with others and develop outstanding skills to support them in their learning.

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

The manager has a good understanding of her responsibilities in meeting the welfare, and learning and development requirements of the revised Statutory framework for the Early Years Foundation Stage. Safeguarding is good because the manager and staff understand their responsibilities. Staff have recently updated their safeguarding certificates. Staff know what to do if they have a concern about a child and a current list of contact details is displayed in the setting. Policies and procedures are all very well written and organised. They are developed as a staff team and are known and understood by all staff and parents. There is a rigorous security system for entry to the setting and children and visitors are signed in and out. This is enhanced by daily risk assessments, which ensure all the areas of the setting are checked and hazards identified. There are rigorous recruitment and induction procedures in place, which ensures that all staff and students have appropriate suitability checks carried out.

Self-evaluation is good because the manager and staff identify what they do well and how they help children learn. They have a detailed self-evaluation, which takes into account the views of parents and children. They act on suggestions from parents. For example, they have changed the session times and introduced breakfast following suggestions from parents. Staff welcome the support from the local authority and act on the advice given. This means that the setting has a good capacity to improve further. The manager has a good overview of the setting. She monitors assessments so that she can highlight any gaps in achievement and plan appropriate interventions. The staff have regular supervision meetings where they discuss their strengths and highlight training needs, which are linked to the improvement plan of the setting. For example, staff have recently attended phonics training and are currently implementing this into the setting. The setting places a high priority on professional development and supports staff to obtain further professional qualifications. The manager holds an early years degree and this means that children benefit from a broad and balanced curriculum. The manager encourages a reflective culture. The staff, as well as the manager, observe and monitor the quality of teaching and learning throughout the session. However, there are occasions when this is not sufficiently focused on the impact of teaching on children's learning and, as a result, there are some occasions when activities, such as colouring in, are planned. This is not an

appropriate activity for children whose pencil control is less well developed.

Partnerships with parents are very good as staff do a verbal handover at the beginning and end of the day. Parents comment that their children are very happy in the setting and they feel that the setting goes above and beyond to support the children and their families. Parents know what their children have been doing because they take home their learning records, which parents contribute to. The school have very good partnerships with other providers. They have been proactive in developing links with health and childcare professionals and local schools. They share their learning records with childminders who contribute to them too. The setting is very proud that teachers from all the local feeder primary schools visited the children this summer in the setting. These visits enabled staff to share the children's learning records with the teachers. This link has developed into the autumn term with staff continuing to meet to discuss learning. The setting has very good relationships with speech therapists, and often seek their advice. This has reduced the number of referrals to speech and language services because staff intervene quickly and effectively to meet the language and communication needs of the children. The setting also works extremely well with other professionals to support children with special education needs and/or disabilities. They contribute to a variety of meetings and support children effectively to work towards their individual targets. For example, they use 'talk it' bags to support children to develop their communication. This demonstrates the setting's commitment to working with other professionals to support the children in their setting.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY464742
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	923316
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	42
<b>Name of provider</b>	The Bungalow Pre-school Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07834 788821

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## 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, which are usually the childminder's 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.

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