

Bunting Preschool

Drayton Avenue, Stratford-upon-Avon, Warwickshire, CV37 9PB



Inspection date

8 July 2015

Previous inspection date

28 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching and learning is of a very high standard. Staff get to know the children particularly well. They adapt their teaching to promote each child's individual needs and learning styles. Therefore, children make good progress given their starting points and are well prepared for the next stages in their learning.
- Staff use their good understanding of how children develop to regularly observe and accurately assess all children's progress. They skilfully identify any gaps and quickly take appropriate action to seek early support from other professionals.
- Staff have a warm and caring rapport with the children. They gather key information from parents and carers so that they know about children's individual needs. As a result, children receive unique care, feel secure and the move from home to the pre-school is smooth.
- The well-qualified staff fully understand their joint and individual roles and responsibilities and work well together as a team. They efficiently implement the requirements of the Early Years Foundation Stage and meet the needs of all the children.
- Children's safety is fully promoted. Staff have a thorough understanding of safeguarding policies and practice. They regularly update their training and know what action to take if they have any concerns about a child's welfare.

It is not yet outstanding because:

- Young children are not having the best opportunities inside to independently explore their new environment and express their own interests and preferences.
- Partnerships with other schools have not yet been fully established to ensure continuity in children's learning and development.

What the setting needs to do to improve further

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

- build on experiences inside to help the youngest children to express their own interests and learn more independently
- build on the already positive links with other settings even further in order to ensure that all children receive the very best support during times of change.

Inspection activities

- The inspector had a tour of the pre-school with the manager.
- The inspector observed activities and spoke with the provider, managers, staff and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation of a small-group activity with the pre-school manager.
- The inspector looked at a sample of policies, children's records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the pre-school's self-evaluation form.
- The inspector took account of the views of children, staff and parents gathered through discussion and recorded on questionnaires.

Inspector

Lucy Showell

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff plan and provide a variety of activities that capture children's interests and promote the next steps in their learning. Parents are involved in this process right from the start. Staff ask them to share information about what the children already know and can do. They use this detail well to plan activities and extend children's learning and development even further. Staff suggest activities that parents may wish to do at home. Furthermore, parents are invited to attend specific events, participate in activities with their children and share information at parents' evenings. Staff interact well with the children. They are effective in the way they question children and talk to them in detail about what they are doing. This deepens children's thinking and develops their language and communication skills well. Parent helpers translate and communicate well with children and families who speak English as an additional language. Interesting resources, such as Polish food packets in the role-play areas and a variety of foods at snack time, are provided. This enhances opportunities for all children to use words in different languages and to learn about diverse cultures.

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

Children are well behaved because staff motivate them with lots of praise and rewards for their efforts and achievements. Staff are good role models and interact well with children encouraging them to be kind to one another. Older children develop a good awareness of how to keep themselves safe. Gentle reminders from staff help them to understand how to use space and resources in a safe way. All children's physical development is promoted very well because they have many opportunities to be active. The outdoor environment is rich and inviting with many resources and experiences. For example, children investigate in the forest area and move in various ways on the climbing frame. This is particularly beneficial for the youngest children who have recently joined the pre-school. However, these children have less opportunities to increase their independence and explore at their own pace while playing inside.

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

Staff hold valuable review meetings with other professionals. This is in order to enhance practice and provide consistent and complementary experiences for all children. These also help children to make the move into full time education more easily. For example, staff arrange for school teachers to visit the pre-school to get to know the children. However, partnerships with some settings are not as well established. This means that the support given to help some children as they move on to school is not as good as others. Staff demonstrate a strong commitment to developing a high-quality in order provision to promote effective outcomes for children. They fully consider the views of parents, carers and children. This helps them to focus on areas for future improvement that will have the best impact on children and their learning.

Setting details

Unique reference number	EY314529
Local authority	Warwickshire
Inspection number	849027
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	28
Name of provider	Polkadot Day Nurseries Ltd
Date of previous inspection	28 March 2011
Telephone number	01789 290 390

Bunting Preschool was registered in 2005. It operates from a purpose built building in the grounds of Bishopton Primary School in Stratford-Upon-Avon, Warwickshire. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday in term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports a number of children who speak English as an additional language.

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