

# Bradpole Preschool

The Sir John Colfox School, Ridgeway, Bridport, Dorset, DT6 3DT



<b>Inspection date</b>	16 June 2016
Previous inspection date	24 May 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of the 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

### This provision is good

- Management and staff provide a stimulating and nurturing environment where children form strong attachments to their key persons. Children are happy, confident and emotionally secure.
- There are strong partnerships with parents, external agencies, other providers and schools. Management and staff ensure that they share information consistently and use it effectively to help them monitor and plan learning for each individual child. All children make good progress or better from their individual starting points.
- Management uses effective systems to monitor the quality of the provision and the impact of staff's teaching to support positive outcomes for children.
- Staff work well together and have a strong drive to make continuous improvements. Self-evaluation is effective and includes the views of parents, children, staff and other professionals.
- Children have fun and love learning outside. They learn how to use a variety of tools safely and gain a strong understanding of how to look after the environment.

### It is not yet outstanding because:

- At times, staff do not consider ways in which to reduce noise levels to consistently support children who wish to play quietly.
- Occasionally, the organisation of large group activities does not fully engage all children.

## What the setting needs to do to improve further

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

- consider ways to reduce the noise level, especially at transition times, to enable all children to fully engage, particularly those who wish to play in a quieter environment
- make more use of large group activities to consistently support all children to fully participate.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector sampled a range of documentation, including children's learning records and the setting's self-evaluation document.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with children, parents and staff.
- The inspector met with the manager to discuss the leadership of the pre-school.

### Inspector

Michelle Tuck

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know how to protect children in their care and have good knowledge of the reporting procedure to follow if they had a concern about a child's welfare. The manager identifies staff training needs through an effective system of observation, one-to-one meetings and appraisal. Staff training has a positive impact on outcomes for children and the progress that they make. For example, staff have increased their understanding in developing children's communication and language skills. They provide children with opportunities to talk in small groups, use their imaginations and share their ideas. This builds children's confidence and extends their vocabulary.

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

Children thoroughly enjoy themselves at pre-school. They are eager to take part in activities and excitedly engage in conversations about topics that interest them. For example, children talk about and name different dinosaurs. Staff support their learning by introducing words such as 'extinct' and explaining what this means. This extends children's learning effectively. Staff build skilfully on children's mathematical understanding during play and routines. Children learn about money and count coins. They also count in songs and solve problems as they fill containers with water and learn about volume and size.

### Personal development, behaviour and welfare are good

Overall, children behave well. They are kind to one another, share the toys and take turns. Staff are caring and sensitive in their approach and model kind behaviour, which children copy. Staff provide children with exciting opportunities to develop their physical skills and play outside. For example, children thoroughly enjoy building dens in the forest and develop woodworking skills. Children develop good levels of independence. They pour their own drinks at snack time and dress themselves for outside play.

### Outcomes for children are good

Children's early writing skills are developing well as they write for different purposes. For example, they write their name on their pictures and make appointments in the role play doctor's surgery. Children do particularly well in their personal, social and emotional development because staff interact with them at a high level and involve themselves in their play. For example, they put on pirate hats, make maps and look for buried treasure. This helps children to gain the skills they need in preparation for starting school. Staff quickly recognise when children might need additional support and work with parents and other professionals to ensure that children do as well as they can.

## Setting details

<b>Unique reference number</b>	EY358101
<b>Local authority</b>	Dorset
<b>Inspection number</b>	827705
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Bradpole Church Pre-School Committee
<b>Registered person unique reference number</b>	RP519809
<b>Date of previous inspection</b>	24 May 2012
<b>Telephone number</b>	01308 456668

Bradpole Pre-School registered in the current premises in 2007. It opens from Monday to Friday, 8am until 4pm, during term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. There are eight members of staff; of these, one is qualified to level 5, one is qualified to level 4 and six are qualified to level 3.

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