

The Bungalow Pre-school

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



Inspection date	18 November 2016
Previous inspection date	25 November 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children form secure, emotional attachments. They are comfortable and confident with their peers and the adults who care for them. Staff provide a balance of nurture and challenge. This helps children to feel settled and helps them to make good progress in their learning and development.
- Staff work closely with other professionals and effectively follow guidance to support children who have special educational needs and disabilities. Staff quickly identify where children need additional help to ensure they make continual progress in their development.
- The wide range of resources in the indoor and outdoor environments is extremely well organised and easy for children to reach. This promotes children's independence and learning successfully.
- The manager has a clear vision for the pre-school's development and she supports staff well to make improvements.

It is not yet outstanding because:

- On occasion, focused adult-led sessions are not organised effectively enough to enable key persons to observe the learning that is taking place. This limits their opportunities to make first-hand observations of learning, in order to meet the needs of their key children at the highest level.
- The pre-school has not explored ways of consistently involving parents in the evaluation of the provision in order to help with the continual improvement of the service.

What the setting needs to do to improve further

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

- review the organisation of focused adult-led sessions so that key persons are given more opportunity to observe their key children as they learn and can contribute this information to assessment and planning
- extend the ways in which parents can be involved in helping to evaluate and drive forward the quality of the pre-school provision.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager/provider. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to five parents during the inspection and took account of their views.

Inspector

Rachel White

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a clear and up-to-date understanding of child protection procedures. Robust recruitment and vetting procedures ensure that the staff working with children are safe to do so. All staff undertake appropriate first-aid training. The manager encourages staff to complete regular training to help update their skills. This has led to improvements, such as enhanced learning environments and how staff promote children's language development. The manager strives to improve and staff supervision and appraisals are effective. The manager monitors and assesses children's progress over time. She knows how to engage with parents and external agencies to promote children's learning. Parents speak highly of the pre-school. They say it is inclusive and that they are happy with the progress their children are making.

Quality of teaching, learning and assessment is good

Staff provide a purposeful and fun environment for children to learn in. Children have lots of opportunities to explore and lead their own play. Staff encourage them to become independent and inquisitive learners. Children's language and communication are positively promoted. Staff talk with children as they play, taking turns in conversation and modelling how to say words correctly. The children listen attentively and they happily participate in group activities. Children quickly learn to recognise their own names as they select their named card during self-registration. Where children need some additional help to achieve further, staff identify this well and implement plans to help them progress. Staff have a good knowledge of how children learn and how to engage them through their interests.

Personal development, behaviour and welfare are good

Staff support children's health well. Children spend time outdoors and enjoy being physically active. Food is healthy and nutritious and staff sit with the children during snack time and help to promote social and independence skills. Sensitive arrangements are in place to meet care needs and to ensure that children make a smooth transition when they move on to the next learning environment. Children are well behaved for their ages. They take turns and listen carefully to the guidance of staff. Clear routines are in place and children understand expectations.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities and those in receipt of funding, make good progress in all areas of learning. They are well prepared for their next stage of development, including school. Children are encouraged to become independent and they make particularly good progress in their self-confidence. All children develop effective communication skills through the skilful and encouraging staff interactions.

Setting details

Unique reference number	EY464742
Local authority	South Tyneside
Inspection number	1066969
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 8
Total number of places	20
Number of children on roll	42
Name of registered person	The Bungalow Pre-school Ltd
Registered person unique reference number	RP908365
Date of previous inspection	25 November 2013
Telephone number	07834 788821

The Bungalow Pre-school was established in 1976 and has been under the current owner since 2005. The pre-school employs four members of childcare staff. All staff hold appropriate early years qualifications at level three and above, including the manager who has a BA (Honours) Degree in Early Years. The pre-school is open from Monday to Friday. Sessions are from 8.45am until 11.45am, Monday to Friday and 12.30pm until 3.30pm Tuesday and Thursday, term time only. The pre-school provides early education for two-, three- and four-year-old children. The pre-school supports children who have special educational needs and disabilities.

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.

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

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2016

