

# Bratton Fleming Pre-School CIC



Bratton Fleming Preschool, Fawn Lodge, Bratton Fleming, Barnstaple, Devon, EX31 4SB

**Inspection date** 8 March 2018  
Previous inspection date 22 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- The management team has a weak knowledge of safeguarding matters. They do not have a secure understanding of when to report concerns about children's welfare.
- The provider has failed to ensure that staff are suitably trained to understand and implement safeguarding requirements. This compromises children's safety.
- The provider does not ensure that supervision is sufficient to support staff in managing safeguarding concerns or to ensure that they fully implement policies and procedures in relation to these.
- The manager has a good overview of each child's progress but does not track the development of different groups of children to identify trends or less obvious gaps in learning.

### It has the following strengths

- Children make good progress from their starting points. Staff have a thorough knowledge of children's individual stages of learning. Staff plan interesting and stimulating activities that engage and encourage children to develop further skills.
- The partnerships with parents are positive in many areas. Parents value the support and help offered by staff and speak highly of the provision. They value the wide range of educational experiences on offer and feel that their children are well prepared for school.
- Children happily enter the setting and separate confidently from carers. They have secure relationships with staff and grow in confidence and independence.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that all staff have up-to-date knowledge of safeguarding issues, including how to work with parents and other agencies and when to report concerns about children's welfare</li> </ul>	12/04/2018
<ul style="list-style-type: none"> <li>■ ensure that the designated lead for safeguarding has attended suitable child protection training so that they can provide support, advice and guidance to staff and act appropriately when concerns are raised</li> </ul>	12/04/2018
<ul style="list-style-type: none"> <li>■ improve the arrangements for supervision of staff to provide support, coaching and training, to ensure that they are able to fully implement the setting's policies and consider how to extend learning programmes even further.</li> </ul>	12/04/2018

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

- track the progress of different groups of children to identify any emerging trends in their development.

### Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector spoke with staff and children at appropriate times throughout the day.
- The inspector spoke to parents and took account of their views.
- The inspector observed a wide range of activities and staff interactions.
- The inspector met with the manager. She sampled some of the setting's documentation, including that relating to safeguarding.

**Inspector**  
Jo Beighton

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Arrangements for safeguarding are not effective. The manager and staff lack a secure knowledge of the appropriate action to take when there are concerns about a child's welfare. This inhibits their ability to keep children safe overall. However, they have taken positive steps to create a safe physical environment when the children are at the setting. This includes clear rules for visiting adults and a secure system for safe entry to the building. The manager has a clear and accurate view of the strengths of provision, as well as the quality of teaching and children's learning. The manager successfully monitors the progress of individual children's learning and staff plan stimulating activities that enable children to make good progress in their learning. However, supervision of the manager and staff is not effective and fails to identify and address training needs and weaknesses in their practice.

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

Staff are skilled at standing back and allowing children to develop their own play. Consequently, children confidently engage with others to create storylines. For example, three boys spend a considerable time in the sand area creating a castle for the dinosaurs. Staff are equally good at knowing when to step in to engage children in shared thinking, to encourage and extend learning. For example, they encourage children to compare patterns on footprints to find similarities and differences, and challenge them to work out how many legs a dinosaur might have based on the footprints they can count. Children enthusiastically talk through their ideas and solve such problems successfully. Skilful interactions from staff fully support children who are confident communicators that use a wide vocabulary in their play, such as 'skeletons' and 'skulls'.

### Personal development, behaviour and welfare are inadequate

Significant weaknesses in leadership and management mean that children's welfare is not assured. Nevertheless, children use their 'listening ears' and 'watchful eyes' to check for cars before crossing the road as they learn some aspects of keeping themselves safe. They understand some foods are good for you and can name various fruits they like. Staff provide good role models for the children. Children are confident and independent learners thanks to staff's careful and strong support. They behave well and use good manners. Children treat resources with care and can explain why you should not let the cars crash together, 'Because they might break'. They share and take turns well.

### Outcomes for children are good

Children confidently develop the skills needed for their move to school. They concentrate well, are able to recognise their name and find objects starting with a set letter. Children learn to count and use language to describe position accurately.

## Setting details

<b>Unique reference number</b>	EY422560
<b>Local authority</b>	Devon
<b>Inspection number</b>	1094673
<b>Type of provision</b>	Sessional 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>	22
<b>Name of registered person</b>	Bratton Fleming Pre-School Community Interest Company
<b>Registered person unique reference number</b>	RP530406
<b>Date of previous inspection</b>	22 June 2015
<b>Telephone number</b>	01598 710019

Bratton Fleming Pre-School CIC registered in 2011 and operates from a purpose-built setting closely situated to the primary school in Bratton Fleming, Devon. The pre-school opens Monday to Friday from 8am to 5.30pm during term time only. It provides funded early education for children aged two, three and four years old. There are three staff employed to work with the children, along with three bank staff; all have early years qualifications at level 3 or above and one administrator.

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