

# Bratton Fleming Pre-School CIC



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

**Inspection date** 18 June 2018  
Previous inspection date 8 March 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

- Since the last inspection, the provider has taken prompt action to address the previous weaknesses. For example, they have successfully developed the support they provide to staff, to ensure all staff have a clear understanding of their responsibilities and the policies, and to build on the good quality of teaching.
- Staff build close relationships with the children and get to know them well. Children are happy and feel safe at the pre-school, and show excitement to see the staff and friends.
- Staff accurately observe and assess children, and meet their individual learning needs well overall. All children make good progress relative to their starting points. They are keen to join in with activities and confident to have a go.
- Staff provide particularly strong support for children's literacy development. Older children frequently choose to practise their early writing skills. For example, they confidently try to write their name and copy other words, with support from staff.

### It is not yet outstanding because:

- Although staff set up stimulating and well-resourced play areas inside, they do not consistently plan the outdoors environment as effectively, to inspire children, build on their emerging interests and engage them fully in their chosen play.
- Staff do not consistently make best use of opportunities to challenge the oldest and most able children and extend their learning further.

## What the setting needs to do to improve further

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

- enhance the range of learning opportunities outside, to build on all children's emerging interests and engage them fully in their chosen activities
- extend the learning of the oldest and most able children further, to help them make the best possible progress.

### Inspection activities

- The inspector observed children during adult-led activities and their self-chosen play.
- The inspector carried out a joint observation with the provider, to evaluate the quality of teaching and learning during a planned activity.
- The inspector spoke with children, parents and staff throughout the inspection, to take account of their views.
- The inspector held a meeting with the provider at appropriate times during the inspection.
- The inspector sampled a range of documentation, including self-evaluation, children's learning records, and training certificates and suitability checks for staff.

### Inspector

Sarah Madge

## Inspection findings

### Effectiveness of the leadership and management is good

The provider has taken significant action to improve safeguarding measures. All staff have recently updated their knowledge of child protection issues and procedures. They know how to recognise potential concerns about a child's welfare and understand how to take prompt action to refer these to the relevant authorities. Safeguarding is effective. The provider provides good support for staff, including through regular supervisory meetings and observations of staff's practice, to strengthen their skills and knowledge. For example, feedback following observations of staff's practice has helped them to make better use of planned activities to teach children new words, to extend their vocabulary. The new provider evaluates the setting effectively and has many plans to continue to enhance the setting. For example, they are developing the system to monitor the progress that different groups of children make, to help them reflect on the provision and quality of teaching in greater detail.

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

Overall, staff have high expectations of children and plan challenging activities that build on what they know and can do. For example, staff support the older children to identify the initial sounds in words, and match them with other words starting with the same sound. The children eagerly take turns, listen to each other and concentrate well as they consider the letters and sounds in each word. Children are confident communicators and develop a broad vocabulary, which they demonstrate when telling their friends about the toys they have brought in and what they did at the weekend. Staff effectively encourage toddlers to join in with singing activities. They enthusiastically support the younger children to count during nursery rhymes. Staff regularly share detailed information with parents to involve them in their children's learning.

### Personal development, behaviour and welfare are good

Staff are highly attentive, and are sensitive to the needs of younger children and those who are settling into pre-school. For example, they offer affectionate cuddles and distract them skilfully, such as by blowing bubbles. Older children are caring and develop good social skills. For instance, they check on their friends when they are upset and kindly share the toys. Staff show children respect, such as by giving them a warning before they need to tidy up, which helps children learn to manage their own feelings and move between routines and activities contentedly. Children benefit from plenty of opportunities to play and exercise in the fresh air. For example, children excitedly bounce on the trampoline and balance along stepping stones. This helps to develop their physical skills well.

### Outcomes for children are good

Children gain the skills that prepare them well for the next stage of their learning and the move to school. All children are confident and manage their own care needs independently, such as getting dressed. They are imaginative, play together harmoniously, and learn to grip a pencil correctly with good control.

## Setting details

<b>Unique reference number</b>	EY422560
<b>Local authority</b>	Devon
<b>Inspection number</b>	1133319
<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>	24
<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>	8 March 2018
<b>Telephone number</b>	01598 710019

Bratton Fleming Pre-School CIC registered in 2011 and operates from a purpose-built setting within the grounds of the primary school in Bratton Fleming, Devon. The pre-school opens Monday to Friday from 8am to 5.30pm during term time only. It receives funding for the provision of free early education to children aged two, three and four years. There are eight staff employed to work with the children, seven of whom hold relevant level 3 qualifications and one has a relevant degree. An administrator supports the running of the setting.

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