

# Bunting Preschool

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



<b>Inspection date</b>	5 December 2018
Previous inspection date	8 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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 spend time outside everyday. Staff provide good opportunities for children to use the large outdoor environment in a range of ways. Children engage in physical activity and learn about the natural world.
- Staff monitor children's progress accurately. They identify and plan for children's next steps in learning and provide regular updates for parents.
- Staff have positive relationships with children. They know the children well and adapt their expectations appropriately to support the needs of individuals.
- Children develop their independence and self-confidence. Staff give positive feedback and praise when children persevere.
- Children enjoy their time at the pre-school. Parents speak positively about the setting, they say that their children are happy, and they feel well communicated with.
- Managers and directors monitor practice well. They regularly monitor children's progress and support staff to provide interventions or engage with other agencies where needed.
- Children do not have consistent opportunities to contribute their thoughts and ideas to further enhance their communication skills within group activities.
- The recently introduced change to the planning system is not yet fully embedded to help support practitioners to enhance children's learning opportunities, particularly for most-able children.

## What the setting needs to do to improve further

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

- enhance opportunities that encourage all children to share their thoughts and ideas, and further develop their communication skills in group activities
- continue to strengthen the planning system so that it helps to support staff to plan even more effectively and fully challenge most-able children in their learning.

### Inspection activities

- The inspector observed the quality of teaching, activities and supervision indoors and outdoors, and assessed the impact of this on children's learning.
- The inspector completed a joint observation of staff's practice and discussed this with the manager.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector met with the pre-school manager, quality director and owner.
- The inspector looked at relevant documentation, including policies and procedures, staff recruitment and children's assessment.
- The inspector spoke to parents and took account of their views.

### Inspector

Abi Ellis

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. All staff confidently talk about their responsibilities to protect children from abuse and neglect. They know the internal and local safeguarding procedures to follow if they are concerned about a child. The manager and directors monitor, and adapt the provision well, for example, trialing different methods of communicating with parents. Staff access regular external and internal staff training, and network with staff from other settings to share and develop good practice. Staff successfully work with parents to support individual needs. Parents report that their children are happy, and that they feel well communicated with and welcomed.

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

All children make good progress. Individual progress is monitored fortnightly. Observations are made, and next steps are identified and used to inform planning. Children contribute to the daily planning by choosing activities they would like to access the following day. Staff talk to parents each day about their child's experiences and send fortnightly email updates. Children go outside everyday. They learn about the natural world throughout the year, for example, they plant strawberries and daffodil bulbs, and observe their growth. On 'wellie Wednesdays' children spend the morning in the forest area learning about animal habitats, and exploring mud and water. Staff actively engage in children's play, listening and responding to their comments and ideas. Staff incorporate number and counting activities as part of the daily routine, for example, encouraging children to join in as they count how many children are ready to go outside.

### Personal development, behaviour and welfare are good

Staff greet children individually and support them to select an activity when they arrive at nursery. Children enjoy the experiences they are offered and they eagerly get ready to spend the morning in the forest area. Staff know the children very well. They adjust their support and expectations to meet children's individual needs, for example, when children identify their names for registration. Staff notice and respond effectively to any changes in children's behaviour. Behaviour is good, staff intervene to remind children of the expectations, or to keep children safe when necessary. Children sit together to eat a healthy snack and learn about healthy choices, such as discussing why milk makes you big and strong.

### Outcomes for children are good

Children are encouraged to develop their independence and confidence. Staff offer positive praise when they make choices about where to play, persevere to put their outdoor clothes on and help with serving snack. Children take turns to be the daily 'special helper', they take particular pride in helping with registration and snack preparation. Children begin to develop skills that will help them when they move on to school, such as eating snack together at a table. Staff links with the local school support the transition process well.

## Setting details

<b>Unique reference number</b>	EY314529
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10072190
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Polkadot Day Nurseries Ltd
<b>Registered person unique reference number</b>	RP902404
<b>Date of previous inspection</b>	8 July 2015
<b>Telephone number</b>	01789 290 390

Bunting Preschool 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 two members of childcare staff. Both staff members hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for three- and four-year-old children.

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