

Bidbury Pre-School

Bidbury Infant School, Fraser Road, Havant, Hampshire PO9 3EF



Inspection date	12 June 2019
Previous inspection date	12 April 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
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 is a provision that requires improvement

- The committee does not implement safe recruitment procedures when appointing new staff. It has not maintained the required documentation to demonstrate staff's suitability.
- The committee has not ensured that all the required documentation is accessible and available for inspection.
- Staff do not always use play opportunities to increase children's understanding of mathematics.

It has the following strengths

- Children learn in a well-resourced and inspiring environment. Staff encourage children to be independent in their learning. This means children can make decisions about where and how to play.
- Partnerships with parents are good. Parents are very positive about the pre-school and the support the staff team offer them and their children. Parents say, 'the staff are wonderful', and 'my child has grown in confidence and independence since starting pre-school'.
- There is an effective key-person system in place. Staff are aware of each child's individual needs and develop good relationships with the children. This helps children feel settled and confident.
- The pre-school has formed close links with local schools and works in partnership with them to prepare children for their move to school.

What the setting needs to do to improve further

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

	Due date
implement effective recruitment procedures to ensure the suitability of any person caring for, or in regular contact with, children	26/07/2019
ensure that records are easily accessible and available for inspection.	26/07/2019

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

- increase opportunities for children to develop their mathematical understanding during their play.

Inspection activities

- The inspector observed the quality of teaching and support for children's learning both indoors and outdoors.
- The inspector assessed how well the manager and staff understand and implement nursery policies, and how they monitor children's learning.
- The inspector carried out a joint observation to assess how well the manager monitors the quality of teaching.
- The inspector looked at a sample of documents, including children's records, safeguarding records and staff training certificates.
- The inspector talked to parents, staff and children during the inspection, reviewed written feedback from parents, and took their views into account.

Inspector

Teresa Newman

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff have a good understanding of child protection. They know the procedures to follow if they have concerns about a child's well-being. The manager has ensured all staff have an enhanced criminal record check. However, the committee has not followed its recruitment process to ensure that all suitability checks for new members of staff are completed and available at inspection. The manager provides staff with effective supervision. Recent staff training in children's early communication and language development has had a positive impact on children's outcomes. Staff work closely with outside agencies and parents to support children to develop their language skills. As a result, children are making rapid progress in their language development. The manager has made effective use of additional funding to support children's individual needs and promote inclusion at the pre-school.

Quality of teaching, learning and assessment is good

The qualified staff have a good understanding of how children learn. They know what interests the children and what they need to learn next. As a result, they offer exciting activities that capture children's interests and curiosity. Children explore the world around them, hunting for minibests and using magnifying glasses to look carefully at the creatures they have found. Staff demonstrate good teaching techniques as they ask children questions that encourage them to think and develop their own ideas. Children are confident in speaking in groups and listen attentively to what others have to say. Staff expand on children's developing vocabulary and introduce new words that relate to their play, such as 'chrysalis' and 'cocoon'. However, at times staff do not provide children with sufficient opportunities to develop their early mathematical knowledge.

Personal development, behaviour and welfare are good

Children know the expectations for behaviour, and as a result they are well behaved. They learn how to resolve problems as they discuss how to share a football fairly. Children know that others may be different to them and respect this. They develop their physical skills and learn how to take risks as they work together to build a wooden bridge. Staff offer children meaningful praise, explaining what they have done well. This helps children to develop a positive sense of themselves. Children are independent in their learning and self-care. They know they need to wash their hands before snack to keep themselves healthy.

Outcomes for children are good

Children are well prepared for their next stage in learning and move to school. They are motivated, inquisitive and eager to learn. Children enjoy using their imaginations as they work together in the role-play area to bake an imaginary cake. They enjoy action songs, they laugh and sing as they energetically move their bodies in time to the beat and follow the actions. Children enjoy the opportunity to take storybooks home to share with their parents on a daily basis.

Setting details

Unique reference number	110403
Local authority	Hampshire
Inspection number	10063291
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	45
Name of registered person	Bidbury Pre-School Committee
Registered person unique reference number	RP517917
Date of previous inspection	12 April 2016
Telephone number	023 92471472

Bidbury Pre-School registered in 1998. It is located in a ground-floor room in Bidbury Infants School in Havant, Hampshire. The pre-school is open during school term times from 9am to 3pm on weekdays. Eight staff currently work at the setting, seven of whom, including the manager, hold appropriate early years qualifications. The pre-school receives government funding for free early years education for children aged two, three and four years.

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.

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