

Bradford Pre-School Nursery



Bradford & Cookbury Village Hall, Bradford, Nr Holsworthy, Devon, EX22 7AB

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| Inspection date | 19 May 2015 |
| Previous inspection date | 27 May 2010 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Staff implement good safeguarding procedures. They have a thorough understanding of signs and symptoms that might cause concern regarding children's welfare and the appropriate action to take.
- Staff know the children well and use successful teaching skills, which means that all children make good progress in all areas of development. This prepares them well for the next stage in learning.
- Staff are particularly effective teachers of mathematics. As a result, children develop confidence when engaging in number, shape and measurement activities.
- Partnerships with parents are strong because staff regularly share information with them so they can extend their children's learning at home.
- Staff promote the good health of children. They provide nutritious snacks, consistently remind them to wash their hands at appropriate times and offer daily opportunities for outdoor play in the fresh air.
- Staff understand the importance of forming strong links with other settings that children attend, to implement consistent learning experiences.

It is not yet outstanding because:

- Staff do not always extend the learning of more able children in their self-chosen play by providing additional challenges.
- At times, staff do not fully promote children's literacy skills outdoors by ensuring the availability of a wide variety of resources for children to make marks and develop pre-reading skills.

What the setting needs to do to improve further

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

- extend the level of challenge for more able children during spontaneous play
- enhance the literacy programme outdoors so that children have access to a broad range of resources that promote their early reading and writing skills.

Inspection activities

- The inspector observed children playing indoors and outside.
- The inspector spoke with staff, the manager and provider at appropriate times during the inspection.
- The inspector took account of the views of parents.
- The inspector sampled documentation including children's assessment records, staff's qualification certificates, and policies and procedures.

Inspector

Sarah Madge

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children start the day happily because staff form very good relationships with parents, which help their children to feel reassured and settled. Consequently, children confidently explore the available resources with enthusiasm and curiosity. For example, children enjoy banging containers together to produce different sounds. Staff plan interesting activities and learning topics that engage and motivate children. As a result, all children make good progress in their overall development. However, the more able children do not always receive enough challenge in their self-chosen play. For example, staff supported them to prepare for a treasure hunt but did not continue to extend this when outdoors. Consequently, children moved on to other activities instead. Staff make good use of questions to extend children's thinking, such as 'does anyone have any ideas?', and prompt children to 'switch on their listening ears'. This supports children's communication and language well, and builds children's confidence to interact with others.

The contribution of the early years provision to the well-being of children is good

The pre-school is welcoming and generally very-well resourced. However, children do not always have access to a broad range of resources outdoors that enables them to make marks and learn to read. Staff form warm and caring relationships with the children and routinely offer them praise for their efforts and achievements. This positive modelling helps children to develop strong friendships. For instance, they help their younger friends to find their allocated seat. Staff support children's personal and physical skills well by involving them in small tasks throughout the day. For example, children each have a responsibility to help prepare for snack time, such as chopping fruit or setting the table. Staff implement effective safety procedures, such as reminding them to hold on to the trampoline with both hands when bouncing and teaching them road safety rules when leaving the premises. This helps children learn to keep themselves safe.

The effectiveness of the leadership and management of the early years provision is good

The provider and manager have a secure knowledge of their responsibilities to safeguard children's welfare and support their learning and development. Regular supervision meetings with staff effectively provide support regarding individual children and the quality of teaching. As a result, staff receive regular training opportunities to enhance their professional development; for example, developing their understanding of how to support the communication and language skills of two-year-olds, and use daily routines, such as nappy changing, to do this. The manager and staff regularly evaluate their practice and children's progress, to help them make continuous improvements; for example, to improve the quality of teaching of mathematics and children's experiences.

Setting details

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| Unique reference number | 106301 |
| Local authority | Devon |
| Inspection number | 839407 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 12 |
| Number of children on roll | 10 |
| Name of provider | Bradford Pre-School Nursery Committee |
| Date of previous inspection | 27 May 2010 |
| Telephone number | 07792501476 |

Bradford Pre-School Nursery registered in 1993. It is managed by a voluntary committee of parents. It operates from the village community hall in Bradford, near Holsworthy, Devon. Children have use of a dedicated playroom, hall and enclosed garden area. The pre-school is open from 8.45am to 3.15pm on Tuesday, Wednesday and Thursday during term-time only. The setting has links with the local school. There are currently four members of staff employed to work directly with children, two of whom hold appropriate relevant qualifications to Levels 2 and 3. The setting also employs an administrator. The pre-school is registered to provide free early years education to two-, three- and four-year-old children.

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