

The Brislington Village Pre-School



St Luke's Church Hall, Church Parade, Bristol BS4 5AZ

Inspection date	18 December 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff plan a stimulating range of outdoor learning opportunities for children in the pre-school garden, allotment and community woodland areas. This motivates children of all ages in their learning, particularly those who prefer to learn outdoors.
- Staff help children to learn specific skills to support their future learning. For example, they teach children to recognise their name and the sounds that different letters make. This develops their literacy skills in preparation for school well.
- Leaders reflect well on the provision and children's progress, to improve practice and make constant improvements. They are ambitious and show a commitment to raising the quality of teaching and experiences for the children.
- Children are confident communicators and develop a wide range of social skills for their future development, which helps them interact well with one another and with adults.
- Staff create a welcoming, well-resourced environment that is stimulating to children. This helps them engage in play and settle well.
- The key-person system is strong. Staff know their key children well and children develop strong emotional bonds with them.
- Although staff build good relationships with parents and keep them well informed about their child's time at pre-school, they are not fully successful in engaging all parents in shared learning opportunities between the home and setting.
- Occasionally, staff direct the younger children and do not always sharply tailor their teaching techniques to help them fully understand expectations and engage in activities fully.

What the setting needs to do to improve further

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

- extend the good partnership working with parents, to engage them all even more effectively in working with staff, to promote children's learning and development at home
- ensure all younger children are fully engaged during activities and in following expectations in routines, taking into account their age, interest and level of understanding.

Inspection activities

- The inspector held discussions with the leaders at appropriate times during the inspection and in a scheduled meeting.
- The inspector observed children's activities and staff teaching inside and on an outing.
- The inspector looked at documentation, including a sample of children's records, planning and assessment records, and checked the suitability of staff and students to work with children.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection, and looked at the pre-school's self-evaluation.
- The inspector completed a joint observation with the manager.

Inspector

Dominique Allotey

Inspection findings

Effectiveness of leadership and management is good

Leaders ensure strong support, supervision and professional development opportunities for staff, which effectively improves practice and outcomes for children. The manager and staff work well together, and with outside professionals, to meet children's individual needs. Leaders implement good systems for monitoring and tracking the progress of individuals and all groups of children. This helps to swiftly identify and close gaps in children's learning. In addition, leaders maintain a good overview of the educational programmes and what areas require more targeting to ensure children have a broad range of experiences in all areas of learning. Safeguarding is effective. Leaders and staff have a good understanding of child protection procedures and what to do if they are concerned about a child's welfare. Leaders have a targeted improvement plan to help identify strengths and areas to develop. They successfully seek the views of parents, staff and children.

Quality of teaching, learning and assessment is good

Staff help children learn through a good balance of free choice play and adult-led learning. They assess children's progress and routinely observe their interests and achievements. This helps make sure that all children, including those with special educational needs and/or disabilities make good progress from their starting point. Staff know what children are interested in and consider this in their planning. For example, they set out real vegetables in their role-play area for children to practise cutting. Staff support children's communication and language development well. They use a range of teaching strategies that help children understand, respond and expand their vocabularies. For example, they use sign language alongside speech and picture cards to explain expectations and routines. Staff work well with schools that children move on to. This helps prepare children for their eventual move to school.

Personal development, behaviour and welfare are good

Staff implement effective risk assessments to help minimise hazards to children. This helps children stay safe on outings and recognise possible dangers. For example, they cross roads safely and understand that slopes can get slippery in the rain, so they take extra care when walking on them. Staff provide children with plenty of opportunities to go out in the local community. For example, they do carol concerts in the local church and visit the local library. Children learn about people that are different to themselves and they learn to celebrate their differences. Staff are kind and interact warmly with children, which helps children feel secure and be happy. Staff teach children to behave positively and be respectful of others. This helps them develop good values.

Outcomes for children are good

All children develop good independence skills and manage their self-care well. They develop a good understanding of social rules and boundaries. For example, they follow instructions well and share. Children have fun at pre-school and play cooperatively with one another. They make friends easily. Children have a good knowledge of number and can count well. Children are motivated to try new things and take part in the good range of activities provided.

Setting details

Unique reference number	EY492810
Local authority	Bristol City of
Inspection number	10086611
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	56
Number of children on roll	44
Name of registered person	The Brislington Village Pre-School Ltd
Registered person unique reference number	RP534846
Date of previous inspection	Not applicable
Telephone number	07780330203

The Brislington Village Pre-School registered in 2015, having taken over the pre-existing pre-school at the same premises, which was originally established in 1972. The setting operates from the church hall in Brislington, Bristol. The pre-school employs 10 staff, of whom, one has a relevant qualification at level 6, one at level 4 and eight at level 3. It is open from 8am to 4pm on Mondays, Tuesdays and Friday's, 8am to 12pm on Wednesdays and 8am to 1pm on Thursdays, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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