

Bar Hill Preschool

The Village Hall, The Spinney, Bar Hill, CAMBRIDGE CB23 8SU



Inspection date	10 December 2018
Previous inspection date	15 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Strong leadership and management provides opportunities for staff to attend training courses. Leaders hold regular supervision meetings with staff that help to support their professional development.
- The pre-school has good links with the local school. Staff have visited the school to spend time with the early years' teachers. They understand the skills that children need to be ready for school.
- Staff know the children well. They observe children as they play, making accurate assessment of their learning. They use their interests to provide engaging activities that excite children. Children learn by exploring and investigating the world around them while taking part in the many sensory experiences provided both indoors and outdoors.
- Children settle quickly into the pre-school. They have good relationships with the staff. They are happy to join in with the daily routines.
- Partnerships with parents are strong. They speak highly of the care that their children receive at the pre-school. They are happy that their children are making progress in their learning.
- Staff do not always plan with a sharp focus on children's next steps to help them make even better progress.
- Occasionally, staff miss opportunities to build on children's mathematical language during their play.

What the setting needs to do to improve further

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

- plan activities with a sharp focus on children's next steps in learning to help them make even better progress.
- make full use of opportunities to develop children's mathematical language as they play.

Inspection activities

- The inspector carried out a joint observation with the pre-school manager.
- The inspector spoke to some parents during the inspection and took account of their views.
- The inspector sampled a range of documentation, including the setting's self-evaluation, accident records and evidence of the suitability of staff working in the pre-school.
- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector looked at children's assessment records.

Inspector

Jane Osburn

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The Committee and staff attend relevant training and they know the correct procedures to follow if they have any concerns about the welfare of a child. Children play in a safe environment. Staff regularly risk assess the premises and equipment carrying out the necessary checks. The supportive committee ensures they follow safe recruitment procedures and always check the suitability of staff. Leaders regularly reflect on practice. They have clear systems in place to evaluate the provision and identify areas for review or development. This helps to improve the quality of the provision and outcomes for children.

Quality of teaching, learning and assessment is good

The quality of teaching is good and occasionally outstanding. Staff are enthusiastic and interact effectively to promote children's learning. They confidently support children's early language development, including those children where English is an additional language. They introduce new words alongside children's play, such as 'flour', 'pasta' and 'cinnamon'. Staff provide a good learning environment both indoors and outdoors. Children can choose from a variety of resources. This helps them to become independent learners. Young children enjoy tipping pasta into a bowl whilst playing in the mud kitchen. They mix it with a wooden spoon, listening to the noise it makes. Older children practise a range of skills, such as pouring, mixing, crushing, while introducing a variety of different resources into their play. For example, they carefully add water to the mud and flour mixing the contents together.

Personal development, behaviour and welfare are good

Opportunities for children to develop their physical skills are good. They can independently choose to access the outdoor space for most of the day. Independence is encouraged. Children learn to put on their own coats when going outside to play. Staff support children to prepare food for the snack bar. They practise skills such as cutting, peeling and pouring drinks. Staff are excellent role models. They use good manners when talking to the children. Children's behaviour is good. Staff praise children when they make attempts as well as responding to their achievements helping to raise their self-esteem.

Outcomes for children are good

All children make good progress from their starting points. Children are motivated and keen to learn. They enthusiastically take part in the engaging activities. Children practise self-help skills, for example, washing and drying their hands as they get ready for meal times. They gain the necessary skills that they need to prepare them for their next stage of learning.

Setting details

Unique reference number	EY338501
Local authority	Cambridgeshire
Inspection number	10062053
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	25
Number of children on roll	35
Name of registered person	Bar Hill Preschool Committee
Registered person unique reference number	RP906662
Date of previous inspection	15 September 2015
Telephone number	01954 782892

Bar Hill Pre-School was established in 1971. The pre-school is open each weekday from 9am to 3pm during school term times. The pre-school employs 11 members of childcare staff. Of these, eight staff hold appropriate early years qualifications at level 2 or 3 and the manager at level 5.

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