

Inspection of Bradpole Preschool

The Sir John Colfox School, Ridgeway, Bridport, Dorset DT6 3DT

Inspection date: 15 March 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

All children settle quickly and actively engage in the activities, gaining confidence in the environment. Staff provide good support to ensure all children are included, especially those with special educational needs and/or disabilities (SEND). Children's thoughtfulness towards those with SEND is exemplary, as they include them in their play and acknowledge their achievements. Children's language and communication skills are quickly improving because staff engage children in meaningful discussions, model language well and add additional vocabulary. They speak clearly and slowly to children, giving them time to think and respond. For example, they give children time to look closely at mini creatures and comment on them before adding additional information.

Staff watch, listen, and respond well to children, enabling them to use resources in their own way. Children enthusiastically sing songs, which helps them to understand about numbers. Older children learn the meaning of zero and hold up the correct number of fingers each time they take one more away, as the frogs jump into the pond. Children improve their hand-eye coordination as they fill containers with rice and then compare who has the most and least.

Parents have been unable to enter the premises as they did before the COVID-19 pandemic. However, they now have staggered opportunities to go in at the end of the day. Parents confirm that communication is good and that staff work with them to know their children well. Parents appreciate the good advice staff give them, for example, for bedtime routines and potty training.

What does the early years setting do well and what does it need to do better?

- The highly effective key-person system ensures children always feel secure. Staff know what the children can already do and, through constant observation, they know what they need to be learning next. Staff plan well to support children's development and encourage their independent learning. Children manage their personal care and put on their coats and boots. However, on occasions, staff complete tasks which children could manage in time.
- Staff use their training well to help children make good progress. They ensure that they sequence children's development, starting with small steps for them to eventually gain new skills. For example, they encourage children to handle books and turn pages, then to look at the pictures and comment on what they see, before they eventually sit, listen, engage and concentrate in group stories. Older children manage this well, using words such as 'rampageous' and understanding when it is their turn to speak or listen.
- Children are extremely inquisitive and highly motivated to want to engage in their learning. Staff have worked hard to support children's social development

very effectively. They have high expectations of children's behaviour. Children care for each other very successfully. For example, noticing a young child starts painting, another gets them an apron and puts it on them. The younger child then thanks them for their help.

- Relationships are very strong and older children show empathy if a child is upset. Staff engage children in good discussions about emotions, acknowledging their own. For example, they talk about the difference between dinosaurs and monsters, helping children realise that one does not exist and the other is extinct. Children demonstrate their understanding of emotional literacy, such as how surprised they would be if they saw a giraffe in the car park. Although children are willing to help tidy up, staff do not give them warning that the routines will change. This sometimes interrupts their learning.
- Staff provide good support for children to understand and develop healthy practices. children have good opportunities for physical play, indoors and outdoors. Forest school enables children to use tools and gain confidence in own abilities, taking some risks as they play. Staff have introduced a weekly cooking activity to help children explore healthy eating and hygiene.
- The manager and deputy manager work directly with the children and staff, providing strong role models. Staff have good opportunities for professional development. The managers focus successfully on improving staff practice and have a shared ambition for high-quality care. For example, they have worked on staff being aware of their own language skills to be effective role models for children. Children with SEND have full access to the curriculum. Staff work well with outside agencies and parents to ensure all children make good progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff and managers demonstrate a secure knowledge of all aspects of safeguarding children. This includes knowing what action to take if they have any concerns about a colleague. Staff assess risks and take effective action to minimise them, while enabling children to take appropriate risks for their development. The provider carries out robust checks to help ensure children are cared for by suitable staff. They understand their responsibilities to keep Ofsted informed of any significant events and changes to the committee.

What does the setting need to do to improve?

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

- support staff in giving children enough time to do as much as they can for themselves to extend their independence even further
- help children to know when routines may change, to enable them to complete a task to their own satisfaction and be prepared for them to end.

Setting details

Unique reference number	EY358101
Local authority	Dorset
Inspection number	10062665
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	47
Name of registered person	Bradpole Church Pre-School Committee
Registered person unique reference number	RP519809
Telephone number	01308 456668
Date of previous inspection	16 June 2016

Information about this early years setting

Bradpole Preschool registered at its current premises in 2007. It operates from Monday to Friday, 8am until 4pm, during term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. There are six members of staff who work directly with the children. Of these, one holds an appropriate early years qualification at level 5, three hold early years qualifications at level 3 and one holds an early years qualification at level 2.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk around the pre-school and discussed the early years curriculum.
- The inspector observed activities and the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's development.
- The manager and the inspector carried out a joint observation at forest school and held a leadership and management discussion.
- The inspector spoke with several parents and children and took account of their views.
- The inspector spoke with staff at convenient times and assessed their knowledge of the children and their understanding of safeguarding.

We carried out this inspection 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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