

Bents Green Preschool

Bents Green Methodist School, Ringinglow Road, SHEFFIELD S11 7PU



Inspection date	27 March 2019
Previous inspection date	20 May 2016

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

- Children make good progress from the individual starting points during their time at nursery. Staff work well with other professionals to support children with special educational needs and/or disabilities and help them to reach the targets set for them.
- The parents hold the pre-school in high regard. They feel that the staff go out of their way to care and support their children. They receive regular and useful information about their children's progress and ways to help them learn at home. The pre-school is a well-established part of the local community.
- The staff create a warm and stimulating environment. Staff plan engaging activities and make good use of attractive resources, to motivate children and help them achieve the next steps in their learning.
- Children are well behaved. They learn to listen carefully and to follow instructions. Staff encourage children to share and think of others. For example, children share ideas for their construction work and help each other complete their models.
- The manager works closely with the management committee to provide a clear vision for the pre-school's continued development. Staff make good use of training and support to develop their professional skills and raise the overall quality of provision.
- The manager does not make full use of detailed analysis of the achievement of all groups of children to identify variations in achievement and promote even higher standards.
- Staff do not consistently reinforce and extend children's emerging speaking skills and vocabulary.

What the setting needs to do to improve further

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

- build on procedures to analyse and compare the achievement of all groups of learners, to further raise standards
- strengthen the strategies to consistently reinforce and extend children's vocabulary and language skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed joint observations with the pre-school manager.
- The inspector held a meeting with the pre-school manager. He looked at relevant documentation, including the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff and children.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Andrew Clark

Inspection findings

Effectiveness of leadership and management is good

The manager provides strong and purposeful guidance to the well-qualified staff. This has ensured the pre-school has maintained the quality of its work through a period of some staffing issues. Staff, parents and children contribute to well-considered procedures for evaluating the effectiveness of the pre-school. The manager and staff have made good use of training, including higher level qualifications, to strengthen the care and support they provide. Arrangements for safeguarding are effective. There are rigorous procedures to ensure staff are suitable to work with children. Staff are trained in child protection and have an up-to-date knowledge of how to identify and address any concerns. Staff are extremely vigilant and ensure children play in a safe environment indoors and out.

Quality of teaching, learning and assessment is good

Staff work closely with parents to help children to make a secure start to their learning. They work consistently with parents to identify children's developing interests and enthusiasms. They make good use of the information to plan activities, which build on these interests and help them reach the next steps in their learning. Staff stimulate children's curiosity and encourage them to try new experiences, such as creating unusual prints and paint trails by rolling different sized balls in a tray. They encourage children to explore the natural areas of the small garden area and plant and grow their own flowers.

Personal development, behaviour and welfare are good

Children are polite and friendly. Staff consistently set a very good example for children to follow. They encourage children to show patience and consideration towards others. Parents say that the home visits staff make before children start at the pre-school contributes well to children's positive experiences. They support children to understand the consequences of their behaviour and to be attentive to the needs of others. Children learn to cooperate well with each other. Staff help children to be increasingly independent and prepare them well for starting school. For example, children choose their own toys and tidy up after themselves when they finish an activity. They know the importance of washing their hands carefully before eating. They learn to manage their own safety, for example, when they cut and prepare their own fruit snacks or when they ride their vehicles in and out of others in the outdoor area. They are physically active and enjoy climbing, balancing, jumping and dancing activities. The pre-school staff encourage children to be involved in charitable activities and to understand that others benefit from their kindness.

Outcomes for children are good

Children develop the skills they need for their future learning effectively. They learn to follow a story carefully and anticipate what will happen next. Children have many opportunities to develop mark-making and early reading and writing skills. For example, they make good use of the mark-making and drawing resources readily available indoors and out. Children progress well in their number and counting. For instance, they count and sort small toy animals by colour and size.

Setting details

Unique reference number	300771
Local authority	Sheffield
Inspection number	10072756
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	28
Number of children on roll	42
Name of registered person	Bents Green Preschool (Sheffield) Committee
Registered person unique reference number	RP909029
Date of previous inspection	20 May 2016
Telephone number	07714502472

Bents Green Preschool registered in 1999. The pre-school employs seven members of childcare staff. Of these, three members of staff hold an early years qualification at level 3, two at level 6 and one at level 7. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.15am until 12.15pm every day and 12.15pm until 2.45pm on Mondays. The pre-school provides funded early education for two-, three- and four-year-old children.

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