

# Bluebells Preschool

Coulsdon Community Centre, Chipstead Valley Road, Coulsdon, Surrey, CR5 3BE



## Inspection date

31 October 2017

Previous inspection date

20 March 2014

| The quality and standards of the early years provision | This inspection:     | Good | 2 |
|--------------------------------------------------------|----------------------|------|---|
|                                                        | Previous inspection: | Good | 2 |
| Effectiveness of the 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 warmly welcome children and their families as they arrive at the pre-school. Children are happy and confident, and separate from their parents with ease. Parents speak highly of the staff.
- Staff regularly implement effective risk assessments to help keep children safe and secure while in the setting and on outings.
- Staff work closely with other professionals, such as health and speech therapists, to ensure children receive the correct level of support to make good progress.
- The management team encourages and supports staff to continually build on their professional development. For example, since their last inspection, staff have attended a number of training courses to specifically strengthen their knowledge in supporting children's communication and language skills.

### It is not yet outstanding because:

- Staff do not always provide children with sufficient opportunities to develop and improve their understanding of technology.
- Staff are not consistently effective in seeking information from parents about children's interests, learning and development at home.

## What the setting needs to do to improve further

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

- increase opportunities for children to further develop and improve their skills with technology
- strengthen opportunities to inspire parents to share more information about their children's interests, learning and development at home to strengthen planning.

### Inspection activities

- The inspector observed activities and staff interactions with children in all parts of the setting, including the outdoor area.
- The inspector spoke to some members of staff and children at appropriate times during the inspection and held meetings with the management team.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector looked at children's records, policies and procedures, and evidence of the suitability of staff.

### Inspector

Patricia Edward

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff have a good understanding of how to protect children. For example, they have an admirable knowledge of the current procedures to follow should they have concerns about children's welfare. The management team implements robust recruitment and vetting procedures to help ensure staff ongoing suitability is continually monitored. Throughout the year staff are provided with regular supervisory meetings and appraisals to further support their professional development. The recommendations from the last inspection have been met. For instance, children now have more opportunities to make marks in all areas of the pre-school. They also have access to resources to help them measure and weigh items during their play. The management team values the opinions of staff and parents. It uses the information obtained to evaluate and plan for improvements.

### Quality of teaching, learning and assessment is good

Staff get to know children well. They work closely with parents to identify children's starting points at the beginning of the contract. This supports them to plan well for children's interests when they begin the pre-school. Staff are skilled at observing children's ongoing achievements and plan next steps for their individual development. They regularly share information with parents about their children's learning. Staff regularly promote opportunities for children to learn about how things grow. For example, children have planted and grown strawberries, tomatoes, sage and lavender, and created a sensory area in the garden.

### Personal development, behaviour and welfare are good

Staff implement effective key-person and settling-in systems, which enable children to settle into the pre-school at their own pace. They suitably encourage children's independence. For example, staff support children to cut up cucumbers and bananas at snack times. Children enjoy a wide range of physical activities, such as weekly tennis classes. This helps to improve their physical skills and encourages their good health. Staff make effective use of the outdoor area. For instance, children enjoy creating imaginary dishes in the mud kitchen and manoeuvring around the garden on wheeled equipment. Staff are positive role models and support children in following rules and boundaries. They gently remind children to use their inside voice when noise levels rise. Children behave well.

### Outcomes for children are good

Children develop a good range of skills to support the next stage in their development. They are enthusiastic learners and show good levels of involvement as they concentrate on activities. For instance, children access a wide range of construction resources and create excellent models of aeroplanes and trucks. Children develop effective early reading and writing skills. For example, they learn to write their names and are able to spell words using phonics and blending to sound out simple words.

## Setting details

|                                                  |                                                     |
|--------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                   | EY466404                                            |
| <b>Local authority</b>                           | Croydon                                             |
| <b>Inspection number</b>                         | 1069564                                             |
| <b>Type of provision</b>                         | Full-time provision                                 |
| <b>Day care type</b>                             | Childcare - Non-Domestic                            |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>                     | 2 - 4                                               |
| <b>Total number of places</b>                    | 40                                                  |
| <b>Number of children on roll</b>                | 40                                                  |
| <b>Name of registered person</b>                 | Bluebells Pre School Partnership                    |
| <b>Registered person unique reference number</b> | RP911502                                            |
| <b>Date of previous inspection</b>               | 20 March 2014                                       |
| <b>Telephone number</b>                          | 07944125276                                         |

Bluebells Preschool registered in 2013. It operates from a community hall in Coulsdon, in the London Borough of Croydon. Opening hours are from 9.15am to 12.15am and from 12.30pm to 3.15pm on weekdays, during term times only. The provider receives funding to offer free early education for children aged two, three and four years. The pre-school employs seven member of childcare staff who all hold relevant early years qualifications.

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