

Inspection of The Brislington Village Pre-School

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

Inspection date: 27 September 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff prioritise children's emotional well-being. They support all children to feel a sense of belonging by attending the pre-school. Children form close bonds with their key person and seek comfort from them throughout the day. Children are very familiar with the routines and follow these well. Children behave well, and even the youngest children share and take turns with their friends.

When children start, staff complete home visits and establish positive parent partnerships from the outset. Children have individualised plans for settling in, which helps them to settle quickly. Staff know the children well and are confident in supporting children's next steps. All children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points.

Staff are passionate about outdoor learning. They ensure that all children, particularly those from disadvantaged backgrounds, have opportunities to explore the natural world around them. Children regularly visit their local allotment and enjoy planting, caring for and harvesting their own produce. Children then bake and cook their produce, learning about the importance of health and nutrition.

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

- Leaders have clear aims for their curriculum. They know what they want children to learn and why. They work in close partnership with local schools to understand what they want children to be able to do before starting school, and this is woven into their curriculum. This means that children are well prepared for the next stage in their education.
- Staff skilfully use observations to assess what children know and can do. The pre-school room builds on the skills and knowledge children have gained in the toddler room. Children make good progress, and staff know how to identify and support children's next steps.
- Children have lots of opportunities to develop their communication and language skills. Younger children enjoy choosing their favourite songs to sing. Staff encourage them to join in with the actions, and children join in enthusiastically. Staff teach children new vocabulary through modelling language and ask them some questions as they play. However, some staff do not consistently use a range of questioning, such as open-ended questions that give children opportunities to extend their thinking.
- Staff encourage children to develop their independent skills. Even the youngest children learn basic hygiene practices and are supported to wipe their own noses and wash their own hands. Older children confidently put on their own outdoor clothing and boots before going outside. Children learn to safely manage risks

for themselves. For example, younger children have daily opportunities to develop their physical skills on a climbing frame.

- Children learn to respect their friends and the environment. Staff discuss with children about what makes them unique. Children are engaged in their play, and they learn to appreciate differences and play cooperatively with their peers.
- Parents share positive feedback about the pre-school. They are happy with the support they receive from staff and are pleased they have the opportunity to share relevant information about their children's interests and routines. Staff share regular ideas for how parents can support children's learning at home.
- Leaders ensure that the pre-school is fully inclusive and meets the needs of children with SEND and those in receipt of additional funding. Referrals are made in a timely manner to ensure that children have the right help at the right time. Leaders work in partnership with families to seek support from external agencies as needed.
- Leaders are very reflective and continually evaluate to make changes and improve the provision for both children and staff. Leaders provide supervision and coaching to staff to support them to carry out their roles even more effectively. They ensure that staff complete regular training to raise the quality of their teaching even further.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen staff questioning techniques to provide children with opportunities to further develop their communication and language skills and help them to think critically.

Setting details

Unique reference number	EY492810
Local authority	Bristol City of
Inspection number	10360028
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	30
Number of children on roll	41
Name of registered person	The Brislington Village Pre-School Ltd
Registered person unique reference number	RP534846
Telephone number	07780330203
Date of previous inspection	18 December 2018

Information about this early years setting

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 14 staff, of whom one has a relevant qualification at level 5, one at level 4 and 10 at level 3. It is open from 8am to 4.30pm on Mondays, Tuesdays, Thursdays and Fridays, and from 8am to midday on Wednesdays, term time only. The pre-school offers government-funded places.

Information about this inspection

Inspector
Amy Fedrick

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a small-group activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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