

Inspection of Blakeney Under Fives

The Lodge, C/O Blakeney School, High Street, Blakeney, Gloucestershire GL15 4EB

Inspection date: 23 April 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

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

Children arrive happy and eager to learn at this welcoming pre-school. Children who are new to the pre-school, or those finding it harder to settle, value the reassurance and comfort their key person gives them. Staff plan a range of purposeful and fun activities that support children's individual learning in all aspects of their development. Children make choices from the range of activities and resources available. For example, older children use wooden sticks to build bridges and play imaginatively with them, retelling the story of 'The Three Billy Goats Gruff'. Younger children engage in arts and crafts that spark their creativity. All children, including those with special educational needs and/or disabilities (SEND) and those in receipt of additional funding, are well supported by staff and make good progress in their learning. Staff recognise the benefits and importance of working in partnership with parents and other professionals. For example, children with SEND have plans in place that include specific strategies and teaching techniques that therapists advise staff to use to best meet children's needs.

Staff regularly celebrate children's achievements; this raises children's self-esteem. Staff are consistent in their approach to behaviour management. They role model the behaviour they expect and provide children with regular reminders about the pre-school rules. This contributes to children's good behaviour and positive social skills. Partnerships with parents are good. Parents are well informed about their children's learning, and they recognise their children's good progress.

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

- Children develop good language and communication skills and are confident communicators. Staff promote this area of development well. For instance, they use simple sign language and visual aids to help children with SEND follow routines and make choices about what they want to do. On arrival each day at welcome time, all children are encouraged to take turns in conversation, and staff encourage children to listen to adults and their peers. For example, staff encourage children to talk about their likes, individual experiences and lives outside of pre-school, and acknowledge their contributions.
- Mathematical development is good. Staff include counting and number recognition opportunities as part of the daily routines. For example, when children serve themselves fruit at snack time they read number cards to see how many pieces of fruit they should take, and carefully count them into their bowl.
- Staff encourage children's literacy skills well. They offer children opportunities to draw and make purposeful marks. Children sit together drawing pictures. They talk to one another about their drawings, sharing their thoughts and ideas. Children enjoy listening to stories and staff plan opportunities throughout the day for them to explore and engage with books. However, sometimes staff do

not consider the physical environment for group storytelling or organise this well enough to limit distractions. At these times, some children find it hard to focus, hear and respond.

- Staff have clear focus and intent in the curriculum. They interact well with children and have a good awareness of their interests, of what they already know and can do and what they need to learn next. They plan for children's next steps well to help them achieve their individual goals. However, on occasion, during free play sessions, staff do not consistently interact with and extend the learning of the two-year-old children successfully. This means, at times, some children spend periods of time without high-quality interaction from adults and experience less variety in their play.
- Staff teach children about nature and living things. For example, children grow their own fruit and vegetables, which they enjoy tasting. Children are curious about worms and enjoy looking for their hiding places in the garden. Staff promote physical development and healthy lifestyles well and ensure children are active. They provide all children with a healthy breakfast at the start of the day to help ensure children have eaten well and are ready to learn.
- The pre-school has recently linked with an inner-city early years setting in the north of England so that children can widen their knowledge of diversity. This helps children learn about communities beyond their own.
- Staff morale is high. Staff have good professional development opportunities. Self-evaluation is effective. Parents and staff contribute their views and leaders continually strive to improve.
- Leaders and staff have undertaken safeguarding training to understand how to keep children safe. They demonstrate a good understanding of their safeguarding procedures and regularly share information with external agencies to promote the welfare of children in their care.

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:

- consider the use of the physical environment for group storytelling to help all children fully participate, develop a love of literacy through books and enhance their listening and attention skills
- enhance staff's interactions during free play sessions to extend the learning of the two year olds and to help them to learn new things beyond what they already know.

Setting details

Unique reference number	510052
Local authority	Gloucestershire
Inspection number	10335502
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	33
Name of registered person	Blakeney Under Fives Committee
Registered person unique reference number	RP904721
Telephone number	01594 510270
Date of previous inspection	19 June 2018

Information about this early years setting

Blakeney Under Fives registered in 2007 and operates from 8.15am to 3pm from Monday to Friday, during school terms only. There are four members of staff, all of whom hold relevant qualifications at level 3. The pre-school also employs a bank member of staff who has qualified teacher status. The pre-school receives funding for the provision of early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dominique Allotey

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 inspector and a manager completed a learning walk together across all areas of the setting to understand how the curriculum is organised.
- The staff and inspector discussed how the curriculum had been implemented and the impact that it had on children's learning.
- The inspector held discussions with the managers at appropriate times during the inspection and in a scheduled meeting.
- The inspector observed children's activities and staff teaching, inside and outdoors.
- The inspector carried out a joint observation with a manager.
- The inspector looked at relevant documentation, including staff's suitability to work with children.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024