

Inspection of Bath Opportunity Pre School

180 Frome Road, Bath, Bath And North East Somerset BA2 5RF

Inspection date: 25 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and demonstrate that they feel safe. The pre-school is clean, safe and secure. Staff implement robust settling-in procedures for new children, who quickly form secure attachments with them. They work closely with parents to identify children's starting points and to gather information about what children can already do. Staff encourage parents to bring their children in for stay-and-play sessions and home visits before they start. This supports children's emotional development and helps them feel secure in the pre-school. Staff provide extensive systems to ensure that they can manage children's behaviour effectively and safely. Children learn how to manage their behaviour. Staff are very kind and act as good role models. They teach children about sharing and taking turns, and identify strategies to help children learn boundaries. Staff use pictorial signs to help children understand what is happening now and what is happening next.

Some children receive one-to-one support from dedicated staff to help support their specific needs. All children are fully included in activities and experiences. Children develop their sensory skills well. For example, they explore textures like rice and herbs, play with water and coloured balls, and enjoy light-up toys as they play. Children have good opportunities to learn about healthy lifestyles. For example, they learn about oral health, play outdoors daily, take part in dance and music sessions and learn that healthy food is fun. The pre-school remained open during the COVID-19 pandemic. Parents and visitors wear masks, and increased handwashing and cleaning has been introduced to help keep children safe.

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

- The management team support staff well and they work together to set clear priorities for future development. The day-to-day organisation of the nursery is effective. Extensive induction procedures, team meetings and regular supervisions ensure that all staff receive effective coaching and training to support individual children's physical and medical needs.
- Staff work exceptionally well in partnership with parents and external professionals to meet the needs of the children who attend. Parents express high levels of satisfaction with the provision. They state that their children enjoy attending and have very good relationships with the caring and committed staff team. Staff make parents and children feel welcome on arrival, greeted by their assigned key person. Parents are comfortable to share information about their child's individual care needs with staff.
- Staff make good use of their garden to offer a range of stimulating outdoor learning opportunities for children. In addition, they plan a wide range of activities to kindle their interest and develop their physical skills, such as learning to climb on the soft-slide blocks or exploring the large tubes as they

learn to crawl and move their bodies in different ways. This motivates children in their learning, especially those who prefer to learn outdoors.

- Planning is effective. Staff use children's interests to plan activities. They observe and assess children accurately to identify what they need to learn next and use this information to help children progress. Staff take swift action to address gaps in children's learning.
- Overall, staff support children well with their self-care skills. However, opportunities are occasionally missed for children to gain independence as staff carry out tasks for children that they can do for themselves.
- Staff support children with special educational needs and/or disabilities, and have a clear understanding of their role. They work closely with parents and seek support from other professionals. Staff use the knowledge gained to great effect to ensure that each child has the appropriate support. This helps to ensure that children's gaps in their learning close as quickly as possible.
- Managers use funding effectively to help meet children's needs. For example, specialist staff, such as speech and language therapists, work alongside key persons to provide specific support and instruction to improve children's communication skills.
- Children learn to use a wide range of communication methods based on their specific needs. These include the use of sign language, speech and pictures to enable them to express themselves. From a young age, children learn to use the pictures to inform staff what they want. For example, they point to the picture card 'more' at snack time.
- Staff support children to follow their own interests and freely explore the resources available to them. However, on occasions, staff miss learning opportunities by stopping play too soon, particularly for the older children, in order to carry out the next activity just as children become fully engaged.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a secure knowledge of safeguarding practices and how to keep children safe in their care. They are knowledgeable about the signs and symptoms that might indicate that a child is at risk from harm. Staff confidently discuss local safeguarding procedures and the steps to take, should concern for a child's well-being arise. They attend regular safeguarding training to ensure their knowledge is current. Staff are aware that some families may be vulnerable to extreme views or ideas. The manager carries out robust recruitment procedures and appropriate checks to determine employee's suitability. Staff supervise children well and place a high emphasis on keeping children safe. For instance, staff carry out risk assessments to ensure that they meet their care needs effectively.

What does the setting need to do to improve?

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

- offer the most-able children further opportunities to gain independence by allowing them to carry out more tasks for themselves
- develop further the organisation of activities for older children, to allow them time to extend their learning and become deeply involved in each experience.

Setting details

Unique reference number	EY563211
Local authority	Bath and North East Somerset Council
Inspection number	10194280
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	16
Number of children on roll	35
Name of registered person	First Steps (Bath)
Registered person unique reference number	RP902756
Telephone number	01225 830972
Date of previous inspection	Not applicable

Information about this early years setting

Bath Opportunity Pre-school registered in 2018 and is situated in Bath. The pre-school is open Monday to Friday, from 8.30am to 2.30pm, term time only. It employs 16 members of childcare staff, of whom 14 hold appropriate early years qualifications ranging from level 2 to level 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracey Cook

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 observed the staff's interactions with the children indoors and outdoors in all areas, to assess the impact this has on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector looked at a sample of the pre-school's documents. This included evidence of staff suitability and training.
- The inspector took account of the views of parents spoken to on the day.
- The inspector and the manager completed a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum is organised.
- The inspector carried out a joint observation with a member of the team to ascertain the quality of teaching.

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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