

Inspection of St Bonaventures Pre School

St. Bonaventures Catholic Primary School, Egerton Road, BRISTOL BS7 8HP

Inspection date: 3 July 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children arrive at this exceptional pre-school smiling, motivated, and happy. As they enter, children see the fairy garden they have been creating since their first day. Each child plants their own fairy to spark imagination and a sense of belonging. This encourages creativity and ownership, helping children to connect with the space and their peers, enhancing their emotional and social development. Managers and staff warmly welcome parents and children, creating a very friendly atmosphere. Children are delighted to see the staff and eager to walk in. They feel safe as they confidently access all areas of the setting and share their experiences with visitors.

Managers and staff create a peaceful and nurturing environment where children thrive. They deliver a highly ambitious and inclusive curriculum that meets each child's needs, particularly for those with special educational needs and/or disabilities (SEND). They know each child extremely well and consistently offer praise and playful encouragement. Their high-quality interactions with children significantly contribute to delivering the curriculum's intent. Children and staff joyfully sing songs together, using actions and sign language, adjusting the pace to support those who are not yet confident communicators. Staff encourage children to say 'Good morning' in different languages during circle time, ensuring all children, especially those who learn English as an additional language, feel valued and cherished.

Children's behaviour is exemplary. They respond immediately to staff instructions, always ready and willing to participate. This demonstrates their readiness and eagerness to learn in this unique environment.

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

- Managers and staff craft a rich, exciting curriculum that motivates all children. They enable children's deep concentration and maximise learning opportunities. For instance, when children create imaginative cakes with play dough, staff use skilful questioning to encourage recall and inspire creativity. They ask open-ended questions such as 'What ingredients would you use?' or 'How would you decorate your cake?' This stimulates children's thinking and expands their vocabulary. Then, staff guide children to select cake-making books from the reading corner. Children explore these books to find ideas and decorations for their cakes.
- The communication and language curriculum stands out as a real strength. Staff model language exceptionally well, using signs and visual aids. They speak clearly and slowly to support children who need additional help. Staff introduce new vocabulary, highlight important words, and repeat them clearly, especially

for those children with SEND. Managers and staff seize every opportunity to encourage children to talk about their lives, families, and experiences. When children first start, they bring photos of their family to build a display board, enabling them to talk about their lives and celebrate their uniqueness. Staff promote British Values by listening to and respecting everyone.

- Staff meticulously prepare children for their next step in education through carefully planned transition activities. They teach children about the changes and growth they will experience as they move from pre-school to school, developing their understanding and confidence in this significant new stage. Engaging transition visits to the school enable children to become familiar with their new environment, fostering excitement and significantly reducing uncertainty. Staff collaborate closely with the school to mirror routines, ensuring a seamless transition. This preparation supports children's emotional well-being and ensures they are fully ready for school.
- Children's independence flourishes through daily routines and tasks that instil responsibility. Children prepare and cut fruit, set up the buffet table, and clean tables after snack time. Children practise putting on and taking off outerwear and their wellies before outings. This focus on self-management equips them with essential skills, fostering confidence and autonomy for future learning.
- Staff deliver a comprehensive literacy and mathematics curriculum. Children recognise and form letters of their names on paper and in sand, enhancing their sensory and motor skills. They benefit from diverse writing opportunities with various mark-making materials throughout the setting. Children practise number recognition, order numbers up to 10, and engage in 'number and shape' walks. Staff stimulate mathematical thinking with practical examples and questioning. For instance, they give out the wrong number of cups at snack time and encourage children to figure out how many more they need. This helps children apply their mathematical knowledge in real-life situations.
- Children develop their physical skills through a variety of engaging activities. They participate in tennis sessions, stay active on outings, and practise balance and coordination. They take assessed risks and explore balls and bats, significantly enhancing their gross motor skills. Weekly yoga sessions allow them to explore diverse body movements, further enriching their physical development.
- Partnership with parents are highly effective. Parents praise the excellent care and education their children receive. They feel fortunate their children visit the community's allotment and engage in activities, including Forest School experiences, which help children understand their local area. Parents commend staff for fostering their children's confidence, social skills, and language abilities.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2652857
Local authority	Bristol City of
Inspection number	10350596
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	3 to 4
Total number of places	24
Number of children on roll	35
Name of registered person	St Bonaventure's Pre School CIO
Registered person unique reference number	2652856
Telephone number	0117 3532887
Date of previous inspection	Not applicable

Information about this early years setting

St Bonaventures Pre-School re-registered in 2022 and is situated in the Bishopston area of Bristol. The pre-school operates from 8.15am until 5.30pm, Monday to Friday, term time only. There are seven members of staff working with the children. Of these, two hold a level 6 qualification in childcare, three hold a level 3 qualification, and one is working towards a level 3 qualification. Additionally, there is one unqualified member of staff.

Information about this inspection

Inspector

Stella Orfanidou

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 manager, deputy manager and inspector completed a learning walk together of the areas of the setting and discussed the early years curriculum.
- Children communicated 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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