

Priddy Pre-School

The Glebe, Priddy, Wells, Somerset, BA5 3BE

Inspection date	08/01/2015
Previous inspection date	25/11/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff deploy themselves effectively to ensure children are safe and feel secure. This supports their emotional and physical well-being.
- Children are happy and settled at the pre-school. They enjoy warm interactions with staff and one another.
- Staff develop positive partnerships with parents, and parents feel well supported.

It is not yet good because

- The observation, assessment and planning systems do not fully support children's individual learning needs to ensure they make good progress in all areas.
- The safeguarding policy and procedure does not cover the safe use of mobile phones and cameras in the setting.
- Children have too few opportunities to use role play to represent their own ideas, thoughts and feelings.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities both inside and outside.
- The inspector held discussions with the pre-school leader and her deputy, and committee chair.
- The inspector invited the pre-school leader to complete a joint observation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector viewed a range of documentation, including planning, policies and children's records.

Inspector

Michelle Tuck

Full report

Information about the setting

Priddy Pre-School opened in September 1994. It operates from Priddy Village Hall, which is located in the village of Priddy, in Somerset. The children use a lobby area and one large play area, and have access to the toilets and school playground. The pre-school has close links with the village school, situated in the adjacent building. The pre-school is open from 9am until 1pm on Monday and Tuesday, and from 9am until 3pm on Thursday and Friday. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently eight children on roll. The pre-school is in receipt of funding for the provision of free early education to children aged three and four. A committee, which employs two members of staff to work with the children, runs the pre-school. The pre-school leader is qualified to level 5 and her deputy is qualified to level 6.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the observation and assessment system to ensure all planned activities challenge children's individual learning needs
- update the safeguarding policy to include the use of mobile phones and cameras in the setting.

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

- increase opportunities for children to use role play to share their thoughts, feelings and ideas.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff provide a suitable range of learning opportunities and experiences overall. For example, children made play dough with staff. They identified and weighed out the ingredients, using words such as smallest and biggest to describe the different sizes of the spoons. This actively promotes children's mathematical development and enhances their listening skills as they enthusiastically follow instructions from staff.

Children's communication and language skills are developing well. They collected grass, sticks and stones to build the different houses for pigs, as they retold a favourite story.

Although children use their imaginations well, staff provide limited opportunities for them to try out their own ideas and share their thoughts and feelings through role play. As a result, they have few opportunities to develop in this aspect of learning.

Teaching is variable. There are some positive interactions, where staff encourage children to talk about what they are doing through open-ended questions. For example, they asked the children what sort of voice did they think the wolf would have or what might happen next in the story. However, because staff plan around a topic or theme, such as fairy tales and nursery rhymes, it means that not all planned activities target children's learning needs well. For example, during an adult-led activity, children used construction to build a fairy castle. This encouraged some children to use their imaginations as they made wands and talked about a fairy godmother in a story they knew. However, younger children quickly lost interest because the activity did not include their interests and learning needs or engage them effectively, meaning they wandered off to initiate their own play elsewhere. This shows that staff do not always use their observation and assessment effectively to identify children's next steps in their learning.

The contribution of the early years provision to the well-being of children

Children are happy and settled at the pre-school. They interact warmly with the staff and build positive relationships with them. This supports their physical and emotional well-being. Staff give children lots of praise and encouragement during their play and activities. This promotes their confidence and boosts their self-esteem. Staff act as good role models and are kind and respectful to the children and one another. As a result, children follow the good example they set and behave well. This promotes their personal, social and emotional development well.

Children have good opportunities for physical play and benefit from daily fresh air and exercise. They join the schoolchildren for outside play and have opportunities inside to move around and develop their physical skills. This includes a weekly physical education (PE) session. There is a suitable range of resources and equipment to support the children's learning overall.

Staff teach children how to keep themselves safe through daily practice and routines, and discussion. For example, they talked to children about road safety and followed good procedures to cross the road outside the pre-school when going to the school playground to play. Staff asked the children about the pre-school's golden rules. Children replied that they must listen to each other and look after the books and toys, and must not go onto the stage. Children are beginning to learn about the importance of a healthy lifestyle because staff support and talk to them about the importance of good hygiene practices.

The effectiveness of the leadership and management of the early years provision

Staff have a good understanding of the safeguarding and welfare requirements for the Early Years Foundation Stage. They have a secure understanding of child protection issues and are clear on their responsibility and role to keep children safe. There is an appropriate safeguarding procedure in place in support them. However, this is not up to date to include the safe use of mobile phones and cameras in the setting. This is a breach of requirements. Nevertheless, staff do not use their mobile phones during working time and all phones remain in the kitchen during the session. This means there is no significant impact on children's welfare. Staff carry out risk assessments of the premises, which include daily checks to ensure the continued safety and suitability of the premises.

Staff have a sound understanding of the learning and development requirements. However, there are weaknesses in the assessment and planning for children's next steps, which sometimes hinder the learning opportunities they offer for some children.

Staff reflect appropriately on their practice and evaluate the provision, although they do not successfully identify some of the weaker aspects for learning and development. Staff take into account the views of parents to help them prioritise some areas for development. For example, the setting has extended their hours and introduced a breakfast club. Staff place more emphasis on physical development, which children benefit from.

There are good recruitment, vetting and induction arrangements to ensure that only adults who are suitable to do so, work with children. The committee carries out staff supervision meetings. Annual appraisals are due for new staff who have been in post for a year. These provide the opportunity to talk about staff practice, identify training needs and to ensure their continued suitability.

The setting has a positive partnership with parents. Parents are very happy with the progress their children are making and the quality of the provision provided. Parents have opportunities throughout the year to meet with their children's key person. They have daily access to their children's online learning record and are encouraged to contribute their children's achievements from home. This helps them to feel involved in their children's learning. There are effective systems to share information with other professionals and early years providers when children require additional support or attend other settings. This helps to provide those children with consistency in their care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	143023
Local authority	Somerset
Inspection number	846597
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	8
Name of provider	Priddy Playgroup Committee
Date of previous inspection	25/11/2011
Telephone number	01749 870755

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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M1 2WD

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