

Stawley Under Fives Pre-School



The Cricket Pavillion, Appley Cross, Stawley, Wellington, Somerset, TA21 0HH

Inspection date	22 January 2015
Previous inspection date	15 January 2009

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

Summary of key findings for parents

This provision is good

- The quality of teaching is consistently good with a strong emphasis on supporting children's language and communication skills.
- Staff are very successful in supporting children's personal, social and emotional development. They help children develop effective relationships and learn to manage their own behaviour appropriately.
- The provider and manager have made substantial improvements in finding ways to seek parents and children's views. This means that their self-evaluation is more effective when setting actions to improve outcomes for children.
- Staff work well as a team. They deploy themselves effectively so that children receive good supervision and support in all areas.
- Each key person works closely with parents to get to know children and help them settle at the pre-school. Staff provide good support so that children gain confidence and are emotionally secure.
- The pre-school has an ethos of learning with nature. This means children have a really good understanding of the natural world and enjoy being outdoors.

It is not yet outstanding because:

- Staff sometimes miss opportunities to support children in making suggestions to solve problems for themselves. Such as, how to fix the train track or get sticky flour off their hands.
- Staff do not regularly provide a wide range of resources in the book area to encourage storytelling and children's independent use of books.

What the setting needs to do to improve further

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

- pose useful questions to help children further with solving problems as they play
- provide a greater range of resources that encourage children to look at books independently and enact stories, to promote their literacy development further.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors, and offered the manager the opportunity to do a joint observation.
- The inspector spoke to staff, children and parents present on the day of the inspection.
- The inspector checked safeguarding information and the premises.
- The inspector took account of the pre-school's self-evaluation and had discussions with the chair of the pre-school committee and the manager.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Through the regular exchange of information with all adults involved in children's learning, staff know how to plan to ensure children make good progress. Staff join in with children's play and activities providing good support. For example, children learned about cause and effect as they watched a marble go down a tube and turn a wheel. Staff helped them to recall how the same happened when they used water. This also helps children to make links in their learning. Young children learn from the older ones. They watch with fascination as children demonstrate how to control the flow of water with a lever, for example. Staff encourage children to explore the resources and learn through first hand experiences, such as seeing what magnets will stick to. Outdoors children listen to sounds, know that the clouds stop them seeing an aeroplane and explain why trees have no leaves in winter. Staff ask useful open-ended questions. However, they sometimes miss opportunities to challenge children further with solving problems.

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

Staff are sensitive to children's needs and ensure they promote children's well-being. Staff provide good role models so that children understand their expectations. As a result, children know to use kind hands and words, and help look after the environment. Staff use their regular observations and knowledge of children's interests to ensure they provide an environment that motivates them to learn. Children enjoy whole group stories and there are always books available. However, there are few props to encourage children to tell stories. Children benefit from outdoor learning. They explore the natural world and learn the importance of exercise and playing safely. Staff organise trips to provide real experiences and invite parents along to help them with continuing children's learning at home. Children become confident learners, which prepares them well for school.

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

The provider and manager meet the requirements of the Early Years Foundation Stage. There are good systems to monitor children's development to ensure they all progress well. Staff attend safeguarding training according to their role. This enables them to know what to do should a child be at risk. The qualified staff team continue to attend training and develop their practice, which has a significant impact on children's learning. For example, staff now use sign language with children to aid communication and provide information sessions for parents. Staff receive regular supervision from the manager. She encourages staff to observe one another, to share effective practice and discuss better ways of working. Staff invite parents and other early years providers to special events. This helps strengthen working in partnership and provides good opportunities to discuss children's development for a consistent approach to their care and learning.

Setting details

Unique reference number	143081
Local authority	Somerset
Inspection number	836654
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	25
Name of provider	Stawley Under 5s Association Committee
Date of previous inspection	15 January 2009
Telephone number	07753552736

Stawley Under Fives Pre-School registered in 1992 and is managed by a voluntary committee. It operates from the cricket pavilion and grounds situated in on the edge of Appley, near Stawley, Somerset. Children use one large room with adjacent toilets. There is a purpose built enclosed outside play area at the rear. Children also have use of the patio and cricket pitch. The pre-school is open Wednesday, Thursday and Friday between 9am and 3pm. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school receives funding to provide free early education for children aged two, three and four years. There are four members of staff. Of these, the manager has a degree in Early Childhood Studies and two staff hold an early years qualification at level 3. There is one member of staff who holds an early years qualification at level 2 and is working towards a level 3.

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