

East Brent Pre School

East Brent C of E First School, Church Road, East Brent, Highbridge, Somerset, TA9 4HZ



Inspection date	6 February 2015
Previous inspection date	19 June 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 good. Staff make precise and detailed observations of children, from their early settling-in visits and throughout their time at the setting. This enables them to plan activities that challenge children in all areas of learning. As a result, children make good progress.
- Children are happy and confident with good self-esteem. The strong key-person system supports children very well as they settle into the setting. Children's positive relationships with each other and with staff show they feel emotionally secure.
- Staff make good use of time spent in the main school to use resources that are not available in the village hall. For example, children use the computers in the reception class at lunchtime to develop their technology skills. They use a variety of programmes to support learning in different areas.
- Staff make good use of challenges presented by the premises to teach children about safety and risk assessment.
- Staff share information with parents well. They use good strategies to involve parents in their children's ongoing learning. Parents regularly share what they have done with their children at home to support what they have learned at the pre-school.

It is not yet outstanding because:

- Staff are unable to display examples of children's achievements, such as their artwork. This does not show children that their hard work is valued.
- Although staff gather some information from parents before children attend, this includes little detail about their children's abilities to help staff plan their progression.

What the setting needs to do to improve further

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

- provide children with space to display their work so that they know that it is valued
- involve parents more in contributing to initial assessments of their children's abilities when they first attend the pre-school.

Inspection activities

- The inspector observed children and staff engaged in activities, indoors and outdoors.
- The inspector spoke to staff, children, parents and committee members.
- The inspector conducted a joint observation with the manager.
- The inspector sampled children's learning records to assess their progress.
- The inspector sampled regulatory policies and procedures, including safeguarding procedures, checked evidence of staff suitability and discussed self-evaluation processes.

Inspector

Julie Neal

Inspection findings

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

Staff have an extremely good understanding of how children learn and develop. They use their knowledge well to plan a variety of interesting and challenging activities. As a result, children make good progress. Staff use small group activities well to develop specific aspects of learning for children. For example, children making snowman pictures explored letters, shapes and numbers as part of the activity. Unfortunately, there is nowhere that children can display their finished artwork. This was a disappointment to some of them and did not boost their self-esteem. Children's ideas are valued and included in planned activities. For example, children were dressed in a variety of costumes because the letter of the week was 's' and they wanted to have a super-hero day. Assessments are precise and provide a clear picture of children's progress over time. Parents contribute some information when children first attend. However, staff mainly use their own observations of children to establish their starting points for learning. Nonetheless, parents are encouraged to be involved in their children's ongoing learning. Staff use strategies, such as the letter of the week, to manage this simply and effectively.

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

Children are happy and confident and have good relationships with each other. Children communicate well and are keen contributors to group discussions. Sometimes they are overly eager and talk over each other. However, they respond very well to gentle reminders from staff that it is easier to hear one quiet voice than lots of noisy ones. Staff give children lots of praise and encouragement, which supports children's confidence and self-esteem. Children have warm and affectionate relationships with staff. Children enjoy being physically active and make good use of the outdoor play equipment, confidently climbing and balancing. Children have to move between different buildings in the school during the course of the day. Staff make sure children understand how to remain safe as they do so. For example, children made sure they used the handrail when negotiating steps. They pointed out to staff that these were slippery in the icy weather so they had to take care. Staff teach children important skills in readiness for the move to school.

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

Managers and staff have a good understanding of the requirements of the Early Years Foundation Stage. They implement these effectively to safeguard children and protect them from harm. There is a strong desire to continually improve and to develop the learning provision for children through rigorous self-evaluation and training. For example, training has had a positive impact on developing children's communication and language. Good staff supervision and observation of practice means that managers have a clear understanding of the team's skills. These positively influences ongoing improvements.

Setting details

Unique reference number	142930
Local authority	Somerset
Inspection number	836640
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	14
Name of provider	East Brent Pre-School Committee
Date of previous inspection	19 June 2009
Telephone number	01278 760731

East Brent Pre-School registered in 1992 and is run by a voluntary management committee. It is based in the hall of the village school but uses other school facilities including enclosed playgrounds. The pre-school operates during school term times only and is open Monday, Tuesday and Thursday 9am until 1pm and Friday 9am to 3pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs five members of staff, of whom four hold early years qualifications at level 3 and one has a qualification at level 2.

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