

Cannington Pre-School

Cannington Primary School, Brook Street, Cannington, Bridgwater, Somerset, TA5 2HP



Inspection date

24 February 2015

Previous inspection date

5 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- All staff have attended behaviour management training. Staff are now consistent in supporting children in resolving conflict, understanding the consequences of their actions and managing their feelings.
- Children develop close attachments to their key person, who meets their physical and emotional needs well so they feel secure. Staff use a buddy system so children always have a special person who knows them well.
- Staff plan activities that motivate children to learn. They help children think about the stages they need to go through to complete a task. Staff enable children to use the resources in their own way to extend their ideas, creativity and imagination.
- Staff understand their responsibilities in safeguarding children. They attend regular training and know what to do should a child be at risk. They carry out good risk assessments and keep the premises secure.
- Staff form strong partnerships with parents, ensuring effective communication. This enables them to share good information on children's interests and next stages of learning. As a result, children make good progress in their learning and development.

It is not yet outstanding because:

- Staff sometimes miss opportunities during activities to support older children's mathematical development further through practical experiences.
- Staff do not make full use of the role-play area to extend children's use of writing resources and help them understand the purpose of writing.

What the setting needs to do to improve further

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

- increase staff awareness of making full use of practical activities to extend older children's understanding of mathematical concepts further
- improve the organisation of the role-play area further to encourage children in developing their early writing skills and understand the purpose of writing as they play.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to a member of the committee.
- The inspector checked safeguarding information and sampled documentation, including policies and procedures, children's development records and planning.
- The inspector took account of the pre-school's self-evaluation and spoke to a few parents present on the day of the inspection.

Inspector

Elaine Douglas

Inspection findings

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

Staff use their regular observations of children's achievements to monitor how well they are developing. This enables them to plan for children's individual learning needs. Staff provide good support for children's key areas of development. For example, children gain independence as they butter their cracker, pour their own drinks and clear their crockery away at snack time. This prepares children well for school. Staff encourage children to make predictions and learn through trial and error. For example, children guessed who had the longest name and then counted the letters to find out. They suggested how much water they needed to mix paint and added more when it became lumpy. Staff use circle time and small group activities well for children to gain confidence in their language and communication skills. Children are inquisitive and ask questions as they play, such as what a mathematical division sign means. Staff give children good explanations but sometimes miss these opportunities to use practical activities for children to reinforce their understanding.

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

Through good partnerships with parents, staff understand how to support children through changes in their lives. This helps to promote children's well-being and emotional security. Children learn to take and manage appropriate risks using tools and equipment safely and develop good healthy practices through their daily routines. Children have daily opportunities to play outdoors, where they use a wide range of resources. Overall, staff provide an effective environment where children can make choices and initiate their learning. They encourage children to write their names on their pictures and older children form recognisable letters. In the role-play area children played at shopping and going to a party. However, there were no diaries, pens or paper for them to use to extend opportunities for children to use and understand writing as they play.

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

The provider has a good understanding of their responsibilities in meeting all requirements. Since their last inspection, they have developed effective recruitment procedures and know how to ensure the suitability of staff. The manager carries out regular supervision with staff, giving feedback on good practice and identifying any training needs. She is currently seeking training for all staff in using sign language and visual aids to support children's communication skills further. Through effective self-evaluation, staff now have a more effective system for recording children's development. They are able to identify gaps in children's learning quickly and provide appropriate support.

Setting details

Unique reference number	EY376214
Local authority	Somerset
Inspection number	971372
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	22
Number of children on roll	37
Name of provider	Cannington Pre-School Committee
Date of previous inspection	5 March 2014
Telephone number	07704644135

Cannington Pre-School is run by a voluntary committee. It registered at its current location in 2008. The pre-school operates from a purpose-built building with wheelchair access within the grounds of Cannington Primary School, Somerset. The pre-school is open each weekday from 8am to 3.15pm term time only. The pre-school receives funding to provide early education for children aged three and four years. There are eight members of staff working with the children, including the manager who has an early years qualification at level 5. Four staff hold an early years qualification at level 3 and one holds a qualification at level 2. One member of staff is working towards an early years qualification at level 3.

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