

# Walton Under Fives Pre-School Group



The New Village Hall, Meadow Lane, Walton Village, Street, Somerset, BA16 9LA

**Inspection date** 5 March 2015  
Previous inspection date 8 July 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff provide good support for children's key areas of development, which prepares them well for school. By involving children in daily routines, such as preparing, serving and clearing away snack, they encourage them to be as independent as possible.
- Children are polite, behave well and understand the adults' expectations. Staff provide good role models, such as thanking children for their help. As a result, children do the same, developing positive relationships with each other.
- Staff have good systems to find out children's starting points and make regular ongoing observations of children's achievements. They use this information effectively to plan for children's next stages of learning and ensure all children progress well.
- Members of the management team review their practice regularly to look for better ways of working. This includes staff supervision to identify any training, which they use well to implement new systems to benefit the children. For example, they are introducing far more visual aids to support children's communication and independence further.
- Children become competent in their practices that help them understand the importance of a safe and healthy lifestyle. They learn to use large equipment safely and benefit from exercise, which promotes their physical and emotional well-being.

### It is not yet outstanding because:

- Staff do not always prompt children to find out more and extend their knowledge further by encouraging them to ask questions.
- Staff do not work effectively with other early years settings children attend, so that they can be more consistent in their approach to supporting children's learning.

## What the setting needs to do to improve further

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

- encourage children to ask more questions to find out things and challenge their thinking further
- share information more frequently with other early years providers that children attend, to strengthen the consistent approach to children's learning and development even further.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke to the chair of committee, staff and some parents present on the day of the inspection.
- The inspector took account of the pre-school's self-evaluation and looked at their website.
- The inspector sampled documentation, including policies and procedures, information for parents, 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**

Staff enable older children to engage in more formal learning and concentrate fully in group activities. For example, they learnt about other forms of communication as they welcomed each other in different languages. They counted how many children were present. Staff challenged them even further by comparing numbers of boys and girls, and getting them to recognise numerals. Children initiate their own learning, with good access to resources. They used puppets to make up stories and practised their early writing skills in diaries as they played. Staff plan real experiences for children to understand about the natural world, such as watching frogspawn become tadpoles and then frogs. They make good use of books so that children understand where to find information, such as life cycles. Children become confident communicators. They talked to the group about the resources they brought from home. However, staff asked the questions, missing the opportunity to encourage children to ask about what they wanted to know.

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

Children soon settle to activities on arrival and enjoy their time at the pre-school. Staff deploy themselves effectively so that children can make full use of the resources and receive good support. Parents comment positively on the regular discussions they have with their child's key person. This ensures staff know children well from the start and remain knowledgeable about their interests, family circumstances and care needs. As a result, they know how to promote children's well-being and ensure children are emotionally secure. Staff use good visual aids for children of all abilities to make choices. For example, children select their snack from the appropriate pictures on the menu cards.

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

Staff carry out good daily assessments to minimise risks according to children's needs and abilities. All staff attend training to have a strong knowledge of what to do if a child should be at risk. This helps them to protect children's welfare and demonstrates the provider's good knowledge of their safeguarding responsibilities. Staff review the activities and their practice regularly to improve outcomes for children. They have erected a fence so children can have free access to the outdoor area as recommended at their last inspection. While this area is currently under re-development, staff continue to plan outdoor experiences by using the adjacent community facilities. Through the effective monitoring of children's development, the staff and manager soon notice any gaps in children's development. They work closely with parents to seek additional support from outside agencies and together they ensure that they meet children's individual needs. Staff do not work effectively with other settings so they work together consistently in supporting children's learning.

## Setting details

<b>Unique reference number</b>	143024
<b>Local authority</b>	Somerset
<b>Inspection number</b>	836650
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	33
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Walton Pre-School Group Committee
<b>Date of previous inspection</b>	8 July 2011
<b>Telephone number</b>	07970443157

The Walton Under Fives Pre-School Group registered in 1995 and is run by a committee of parents. It operates from the village hall in the rural village of Walton, close to Street, Somerset. The pre-school sessions run term time only from 9am until 1pm Monday, Tuesday, Thursday and Friday. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs five members of staff, all of whom hold early years qualifications at level 3.

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