

Catkins Pre School

St. Catherines School, Davenwood, SWINDON, SN2 7LL



Inspection date

13 March 2015

Previous inspection date

9 December 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 staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They hold relevant qualifications, which has a good impact on children's learning experiences.
- Children are developing good communication and language skills. They are articulate and confident during their play and interactions with staff and others.
- The pre-school room is set out attractively with good quality equipment and clearly defined learning areas. This means children can easily make decisions about what they do.
- Children are safeguarded well. Staff attend training and know what to do if they are concerned about the welfare of a child.

It is not yet outstanding because:

- Staff do not always gather information from all parents on children's interests and abilities from the start, to help support and extend their development.
- Opportunities for children to use numbers and counting during activities, to enhance further their understanding of simple calculation, are not fully embraced.

What the setting needs to do to improve further

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

- strengthen the strategies to gather information from all parents on children's interests and abilities from the start, to help support and extend their all-round development
- extend opportunities for children to compare length, weight, capacity and time to enhance their understanding of measurement.

Inspection activities

- The inspector observed staff interacting with children in the pre-school room and outside play area.
- The inspector spoke with the staff about childcare practice.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a range of documents including staff suitability records and children's development books.
- The inspector spoke to parents to seek their views.

Inspector

Karen Prager

Inspection findings

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

Staff use their good knowledge and understanding of how children learn and develop. They engage children in learning that interests them across all required areas. Staff assess the children's development and share what the children are learning next with their colleagues. They do not consistently seek information from parents about children's development and interests before children start to attend, to give all children the best start in their learning. Staff consider what children are learning when they plan activities. They teach children successfully through practical play experiences. For example, when children show an interest in planting seeds staff arrange for the children to grow beans. Staff talk with children about how much the beans have grown. However, they miss opportunities for children to develop a deeper understanding of measurement through rich and varied opportunities in practical activities. Staff take positive steps to promote children's language development. For example, they use electronic devices to help children learn about letters and their sounds. The good all-round teaching gives children secure foundations for their future learning.

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

Staff are caring and sensitive to children's needs. This consideration helps children settle well and promotes their emotional well-being. The pre-school has a good range of resources to support children's learning. Children develop their personal skills well. For example, they help to tidy away the toys, change their shoes when they go outside and select their own snack. Children learn about healthy eating due to the balanced contents of lunch boxes and fruit served daily in the pre-school. Children follow routines and willingly respond to requests to wash their hands before they eat. Children learn not to run indoors in case they bump into other children. They benefit from fresh air during daily outdoor play, and enjoy counting as they enthusiastically jump in puddles.

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

Staff fully understand their roles and responsibilities. They work closely to provide a safe and secure environment for children. The manager checks children's progress through regular observation of staff practice and reviews of children's development records. Staff receive good support in their professional development, which enhances their practice. For example, this has helped them improve the quality of outdoor play. Staff have useful links with other local providers and professionals and they share knowledge to develop the quality of provision. The team has effectively addressed recommendations from the last inspection to help ensure the provision continues to evolve.

Setting details

Unique reference number	EY397551
Local authority	Swindon
Inspection number	830811
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	16
Number of children on roll	21
Name of provider	Catkins Preschool Committee
Date of previous inspection	9 December 2009
Telephone number	01793 523371

Catkins Pre School has been registered since 2009. It is a committee run pre-school and operates from within St Catherine's Primary School in Swindon, Wiltshire. The pre-school is open daily during term time from 8.45am to 3.00pm. There are three staff members who work with the children, all of whom have appropriate qualifications to level 3 or above.

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