

# Tatworth Preschool

The Memorial Hall, Tatworth, Chard, Somerset, TA20 2QW



<b>Inspection date</b>	19 March 2015
Previous inspection date	15 January 2009

<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 plan a good range of activities. They regularly observe children and have a good understanding of what they need to do next, to make progress in their learning.
- Children are kind and caring towards each other and use good manners. Management have good tracking systems in place to monitor children's progress and address any gaps in their learning.
- Management and staff reflect on their provision and have clear action plans to improve practices and outcomes for children.
- Children are keen to join in activities and work well together, showing good personal and social skills.
- Children show that they feel safe and secure at the pre-school. This is because staff understand how to keep children safe from harm and implement good safeguarding systems.
- Staff regularly attend training and are encouraged to share new ideas to make improvements in the pre-school.

### It is not yet outstanding because:

- Staff do not always provide inviting resources to encourage children to practise early writing.
- Parents are not fully encouraged to provide current observations from home to feed into daily plans for children's learning and to support home learning links.

## What the setting needs to do to improve further

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

- create more opportunities for children to practise early writing skills in their play, inside and outside
- encourage parents to share information from home on a regular basis and promote a shared approach to children's learning.

### Inspection activities

- The inspector observed children's interaction with staff indoors and outdoors.
- The inspector had discussions with the registered person, the manager, staff, parents and children.
- The inspector sampled documentation, such as policies, plans and the pre-school's self-evaluation form.
- The inspector completed a joint observation of an activity with the manager.

### Inspector

Sharon Peel

## Inspection findings

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

Staff regularly observe children to understand their interests and achievements. This helps all children to make good progress as activities match their needs. Staff take children's lead and join in with their play, assisting them to build their tower higher and modelling a calm reaction when the blocks fall down. Staff monitor the progress of their key children and have regular opportunities to share concerns with management. Staff teach children in small and larger groups, giving younger children opportunities to learn from the older children. Children are challenged to count out loud, recall days of the week and hear sounds in words. This prepares them well for school and future learning. All children join in enthusiastically to a daily song and use sign language to support their understanding. However, children are not always given inviting resources to develop early writing skills during their play. Parents share their children's interests and achievements during termly meetings where they receive progress reports and discuss future learning goals. However, on a daily basis parents are not always encouraged to share observations from home or see specific next steps in learning to enhance home learning links.

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

Children enjoy using a clean, bright and well-resourced indoor space that supports their learning. The outdoor area lacks the same inspiration but is in the process of being improved so that children can access a more stimulating learning environment. Staff encourage children to call each other 'friends' and model good manners and behaviour. Children share play dough, work together to build with blocks, offer each other a chair and say 'thank you' and 'sorry' when appropriate. Children understand the need to be hygienic and when play dough falls on the floor, they put it in the bin understanding that it is dirty. Children are encouraged to put their coats on independently and are supported only when needed, promoting independence and persistence. Moves to school are extremely well supported as children have regular visits. In addition, the reception class teacher visits the pre-school, building up good relationships with children.

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

Management and staff show a thorough understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. There are clear recruitment processes and highly effective supervision, which encourages staff to reflect on their practice and drive improvement. Staff attend training and implement ideas, sharing good practice. Accurate self-evaluation identifies strengths and areas for development. Management show a strong drive to make improvements and take on board new ideas that benefit all children and their families. Children's progress is well monitored and supported.

## Setting details

<b>Unique reference number</b>	142960
<b>Local authority</b>	Somerset
<b>Inspection number</b>	841567
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Tatworth Pre-School Committee
<b>Date of previous inspection</b>	15 January 2009
<b>Telephone number</b>	01460 220797

Tatworth Preschool registered in 2010. It opens five days a week during school term time. Sessions run from 8.45am until 2.40pm on Mondays, Tuesdays, Thursdays and Fridays. On Wednesdays it runs from 9.15am until 11.45am, and from 12.10pm until 2.40pm. There are seven members of staff who work with the children, six of whom hold appropriate qualifications at level 2 or level 3. One member of staff holds Early Years Professional Status.

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