

Horrington House Pre-school



Horrington School House, Bath Road, West Horrington, Wells, Somerset, BA5 3EB

Inspection date

20 April 2015

Previous inspection date

12 December 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not consider the individual needs of all children in their planning, or accurately identify children's next steps for learning, to provide sufficient challenge to sustain children's interest and promote their learning.
- Children who learn English as an additional language do not have their development effectively monitored to ensure they are making adequate progress in their communication and social skills.
- Children's home cultures and languages are not reflected visually, verbally or in planning to respect their backgrounds and help support their good progress.
- In the outdoors, children do not have access to a wide range of natural resources to help them follow self-chosen interests and learn more about the world around them.
- Staff do not provide sufficient opportunities for children to develop their independence and self-care skills.

It has the following strengths

- Staff have strong links with the teachers with the on-site school which helps children's move to school.
- Staff have good relationships with children, who are generally settled and happy.
- Staff are trained and knowledgeable about how to safeguard children. The environment is safe for children to play and learn.
- Partnership with parents is evident because they are well informed about their children's learning and are included in decision making.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- consider the individual needs, interests, and stage of development of each child, and use this information to plan meaningful next steps for learning and a range of challenging and enjoyable experiences for each child in all areas of learning and development
- improve the monitoring of children's progress, particularly for those who are learning English as an additional language, to ensure that they are making progress in their social and communication skills.

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

- increase opportunities for children to manage their own personal independence and self-care skills throughout the day
- extend children's opportunities to make choices about their own play outdoors, and allow them to follow their interests, by ensuring resources are accessible
- increase the use of labelling and the range of resources which reflects and values children's home languages and heritage.

Inspection activities

- The inspector carried out a joint observation with the manager in the outside learning environment
- The inspector observed activities indoors and outdoors.
- The inspector spoke to parents and took account of their views on the day of the inspection.
- The inspector looked at children's records, planning documentation, the self-evaluation process, evidence of the suitability of staff working in the provision, and policies and procedures.
- The inspector spoke to members of staff and children at appropriate times during the inspection, and held meetings with the committee chairperson and manager.

Inspector

Julie Bright

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Parents speak very positively of relationships with staff and the information they receive. Staff routinely plan and deliver educational programmes that cover all areas of learning and development. However, they do not use children's interests to plan and provide children with activities that challenge or maintain their interest. Planning does not clearly identify children's next steps. As a result, some children become bored and uninterested, which affects their ability to learn. Resources are set up on tables and on the floor, giving children opportunity to participate in adult-led and self-chosen activities. Children enjoy listening to stories and benefit from group discussions, although some children fidget and find it difficult to concentrate. Staff provide varied opportunities for children to learn and develop in the outdoors. However, the pre-school garden provides insufficient opportunity for independent access to a variety of natural resources to support children's interests.

The contribution of the early years provision to the well-being of children requires improvement

Children have limited opportunities to act independently as staff over-compensate for children's individual abilities, particularly in relation to the learning of self-help skills such as toileting, hand washing, and preparing and serving their own meals. Therefore, children are not able to learn the skills they need to be ready to move to school. Staff generally help children build good relationships with each other. Children benefit from healthy and nutritionally balanced snacks. Children learn to manage their own behaviour well because staff use behaviour management techniques appropriately.

The effectiveness of the leadership and management of the early years provision requires improvement

Partnerships with parents are generally good. However, staff do not always encourage parents to share children's learning experiences from home. Therefore, this information is not used in the assessment process to effectively plan children's next steps. Staff are suitably qualified, with all holding paediatric first-aid certificates. Staff attend further training to remain up to date. Management monitors the quality of teaching through weekly meetings, staff-on-staff observations, supervisions and annual appraisals. However, management fails to effectively monitor progress of all children's learning. Planning does not stem from children's interests or reflect inclusivity, and activities and experiences do not fully support children's progress in their next steps of learning. Management encourages staff reflection during daily discussions and the sharing of some ideas for improvement. Individual staff attend various training courses but these are not always shared with other staff to help improve outcomes for children.

Setting details

Unique reference number	143008
Local authority	Somerset
Inspection number	825813
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	16
Number of children on roll	29
Name of provider	Horrington House Pre-school Committee
Date of previous inspection	12 December 2011
Telephone number	01749 673 516

Horrington House Pre-school has been registered since 1987 and is a committee run pre-school situated in the grounds of Horrington Primary School, in Wells, Somerset. It is open from 9am to 3.30pm, Monday to Friday, term time only. The pre-school provides funding for the provision of free early education for children aged two, three and four. There are four members of staff working with the children, of these, one has a relevant qualification to level 4 and two at level 3.

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