

# Barton St David Pre-School



The Village Hall, Broadclose Way, Barton St. David, Somerton, Somerset, TA11 6BS

## Inspection date

30 April 2015

Previous inspection date

26 May 2010

<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

- Children are happy to see staff when they arrive and settle quickly. They develop secure emotional attachments and enjoy their time at the pre-school. This has a positive impact on children's well-being and underpins their ability to learn.
- The supervisor and staff use effective systems to monitor children's development, therefore, meeting the recommendation raised at their last inspection well. Staff had training and reviewed their records. As a result, they now have a thorough understanding of children's abilities. This helps them plan appropriately for children's next stages of learning, so that they all make good progress.
- The good partnerships with parents and other early years providers children attend ensure a consistent approach to their care and learning. This makes a strong contribution to meeting children's needs.
- Staff set up the environment well indoors and outdoors to enable children to become independent learners. For example, young children practised their cutting and older children wrote their names on their pictures. In addition, older children demonstrated to the younger ones how to use technology.
- Staff deploy themselves effectively to support children's learning, meet their physical needs and provide good supervision.

### It is not yet outstanding because:

- Staff do not consistently make the most of routines, such as snack time, to help children develop their skills and independence even further.
- Staff sometimes miss opportunities to prompt children to find out more and extend their knowledge further by encouraging them to ask questions.

## 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 be curious and ask more questions to challenge their thinking further
- make better use of daily routines to extend children's independence even further.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector held a meeting and carried out a joint observation with the supervisor.
- The inspector spoke with the nominated person, staff, children and parents present on the day of the inspection.
- The inspector took account of the provider's self-evaluation and plans for improvement.
- The inspector checked safeguarding information and sampled documentation, including policies and procedures, 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**

Children enjoy their learning and are eager to take part in the fun activities staff plan. For example, children created hand-print pictures while staff encouraged them to see what happens when colours mix. Staff use every opportunity to promote children's mathematical development. They challenge older children by encouraging them to predict if there are more boys than girls present, for example, then they count to find out. Staff support children well in understanding about cause and effect. As a result, children remembered to put the lids back on felt pens, otherwise they would dry out. Overall, staff provide effective support for children's key areas of development. This prepares them well for their next stage of learning and the move to school. Children are confident communicators because staff engage them in purposeful conversations. For example, they talked to the group about the resources they brought from home. However, staff asked the questions about the objects. They missed the opportunity to encourage children to be curious and ask questions to find out what they wanted to know.

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

Children develop a good understanding of safe and healthy practices. This is because staff talk to them about the importance of exercise, healthy eating and understanding risks. In the fully inclusive pre-school, children demonstrate that they know what appropriate behaviour is. They state they must share, be kind and listen to others, then put it into practice effectively. Staff provide good support for children to become independent and learn new skills. They encourage children to find and put on their coats, for example. Children choose when to have their snack and know to find their name and wash their hands first. However, staff do all the preparation and do not provide a range of equipment to enable children to be more self-sufficient.

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

Staff have a good understanding of their responsibilities to safeguard children. They attend child protection training and carry out effective risk assessments, therefore, enabling them to protect children from harm. Through supervision and appraisals, the supervisor monitors the quality of the teaching and uses ongoing self-evaluation to identify further improvements. They seek the views of parents and children, as well as monitoring the effectiveness of the environment. For example, there are plans to provide a more exciting role play area, changing it regularly to promote children's imaginative play further. Parents comment positively on how well staff meet their children's needs and work in partnership to promote children's development, such as potty training. Many parents state that their children are far more confident and have better social skills since attending the pre-school.

## Setting details

<b>Unique reference number</b>	143098
<b>Local authority</b>	Somerset
<b>Inspection number</b>	836655
<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>	24
<b>Name of provider</b>	Barton St David Pre School Committee
<b>Date of previous inspection</b>	26 May 2010
<b>Telephone number</b>	07769506722

Barton St David Pre-School opened over 30 years ago and registered in 1992. It is committee-run and operates in Barton St David, Somerset. The pre-school is open during school term time from 9am to 1pm on Monday, Wednesday and Friday, and from 9am to 2.30pm on Tuesday and Thursday. The pre-school receives funding to provide free early education for children aged two-, three- and four-years-old. There are five members of staff. Of these, four staff hold an early years qualification at Level 3 and one member of staff has a qualification at Level 2.

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