

# Pawlett Pre-School

The Methodist Church, Chapel Road, Pawlett, Bridgwater, Somerset, TA6 4SH



## Inspection date

6 May 2015

## Previous inspection date

22 March 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

- Staff know how to plan for children's development as soon as they start at the pre-school because of strong partnerships with parents and other early years settings. In addition, staff get to know the children well. This enables them to help children settle, which promotes their well-being effectively.
- Staff organise the available space well to enable children to make independent choices. Children are confident to pack resources away and get out others, so that they initiate their learning and extend their ideas.
- Children make good progress, which ensures they have the key skills for their next stage of learning and school. During the summer term, staff arrange visits from teachers and take older children on visits to the school. Consequently, children are eager to go to school. This promotes children's emotional well-being really well.
- Staff provide good role models for learning. For example, they informed children they did not know the answer to their question but they would find out. As a result, children develop a good understanding that learning is for life.
- The new assessment system enables the manager to monitor children's overall development well, including the progress check for two-year-old children. This ensures staff seek relevant support as soon as possible to narrow any gaps in children's development.

### It is not yet outstanding because:

- Staff do not always pose challenging questions that encourage children to think of solutions to problems and find out if they are correct.

## What the setting needs to do to improve further

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

- support children further in thinking problems through as they play and find solutions through trial and error.

## Inspection activities

- The inspector observed activities and the quality of teaching, indoors and outdoors.
- The inspector held a meeting with the supervisor and carried out a joint observation.
- The inspector spoke with staff, parents and children present at the inspection and took account of the pre-school's self-evaluation.
- The inspector checked safeguarding information and the premises.
- The inspector 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**

The staff team has a good understanding of how children learn and plans exciting activities to challenge and motivate them. For example, children were eager to plant seeds, asking questions about how big they will grow and why they need soil and water. They are active learners taking part in a wide range of activities to practise new skills through first-hand experiences. Children have good opportunities to contribute their ideas, which staff include in the weekly planning. This motivates children to learn and, as a result, they make good progress in their learning and development. Staff engage children in conversations to extend their language and communication skills. They ensure that all children contribute and listen to others. For example, during whole group activities, staff gave children the opportunity to ask questions and find out what they wanted to know. Since their last inspection, staff ensure that they challenge the more-able children. For example, in art and craft activities children cut out their own shapes and use staplers to join pieces together.

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

The effective key-person system ensures that children settle quickly at the pre-school and become confident in the environment. Staff support children well in encouraging good relationships and positive social interactions. They are consistent in their management of behaviour. For example, they remind children to use their looking eyes and listening ears before starting a group activity. They praise children for being kind and for demonstrating positive behaviour. As a result, children share resources, behave well and are generally kind to each other. Staff provide good support for children to understand about a safe and healthy lifestyle. Children drank plenty of water, discussed going to the dentist and knew that germs are bad for them, for example. In addition, they use a range of tools safely.

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

The management team continually review practice and look for ways to develop. Through self-evaluation, they identified the need to improve the consistency in recording children's observations. Therefore, they implemented an on-line system and improved their practice. Parents comment on receiving extensive information which enables them to be fully involved in their children's learning and support development at home. They are able to contribute to the 'WOW' board, where they record children's special achievements. The committee monitor the quality of the manager's practice and she carries out regular supervision of staff. From this they identify personal development plans that have the greatest impact for children. For example, staff learnt and then used sign language to aid their communication skills. All staff receive training in safeguarding children so they have a good understanding of the procedures to protect children should they be at risk.

## Setting details

<b>Unique reference number</b>	142933
<b>Local authority</b>	Somerset
<b>Inspection number</b>	841563
<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>	15
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Pawlett Pre-School Committee
<b>Date of previous inspection</b>	22 March 2010
<b>Telephone number</b>	07949 307931

Pawlett Pre-School is run by a parents' committee. It registered in 1992 and operates in the rural village of Pawlett, near Bridgwater, Somerset. The pre-school is open from 9.15am to 3pm on Monday, Tuesday, Wednesday and Friday, term time only. The pre-school receives funding for free early education for children aged two-, three- and four-years-old. There are three members of staff, all of whom hold early years qualification at Level 3. There is one member of staff who is working towards a degree at foundation level.

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