

Olveston Pre-School

The Parish Hall, Upper Tockington Road, Tockington, BS32 4LQ



Inspection date

14 July 2015

Previous inspection date

8 July 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Managers and staff understand how to promote children's learning and make very good use of children's interests to plan activities that engage them. Consequently, children make good progress given their starting points and capabilities.
- All staff work very closely with other professionals to support children who have additional needs. They offer one-to-one teaching to meet their individual needs and to ensure they make the best possible progress.
- Partnerships with parents are well established. Managers and staff regularly share information with parents regarding children's learning and how to support this at home. Parents state that they are very happy with the service offered and that all staff are very professional and supportive.
- Leadership is strong. Managers and staff successfully monitor and evaluate all aspects of the provision through reflective practice and well-targeted action plans. For example, making improvements so children can more easily go outside to play and learn.

It is not yet outstanding because:

- Staff do not consistently extend and challenge older and more able children by considering mathematical concepts such as weight, measurement and capacity in their play.
- Occasionally, staff miss opportunities to develop children's awareness of their own feelings and the feelings of others, to help all children fully understand how to be kind and considerate to others.

What the setting needs to do to improve further

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

- extend mathematical teaching and learning through everyday activities for children to consider concepts such as weight, measurement and capacity in their play
- develop further all children's understanding and awareness of their own feelings and the feelings of others to help them understand how to be kind and considerate to others.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and out.
- The inspector met with the setting managers and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the setting and a range of other documentation, including suitability of the premises and policies and procedures.
- The inspector completed a joint observation with the general manager.
- The inspector spoke to a selection of parents during the inspection and took account of their written views.

Inspector

Julie Swann

Inspection findings

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

Managers and staff regularly observe, monitor and assess children to help identify next steps in their learning. This includes implementing any additional support children may need. As a result, all children make good progress and develop the skills for school readiness. Staff place a high regard on promoting children's communication and language. For example, during group times, staff listened attentively to children as they discussed a wide range of subjects and took turns in speaking. As a result, children confidently expressed their ideas. Staff provide good opportunities for children to role play. For example, children delighted in using their 'cafe', while one child took orders, another served breakfast and tea. This helps children to practise their early reading and writing skills and use their imagination. Children access a range of technology, such as computers, to promote their understanding of the world. Children are motivated and interested in their learning.

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

Staff support children's well-being effectively. Children settle quickly because key persons have formed strong and secure bonds with their children and clearly know them well. As a result, children display good emotional attachments. Managers and staff promote children's understanding of keeping healthy. For example, children confidently discussed eating healthy foods and the effects of germs. Children go out to play in the very well-equipped outdoor environment, in all weathers. They enjoyed playing and building in the sand and making mud soup. All children are very keen to pick fruit and vegetables from their growing areas. Children collected carrots and strawberries to use for meals and baking activities. This helps to teach children about nutritious food and children benefit from daily fresh air and exercise. As a result, children adopt healthy lifestyles.

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

Managers and staff have a good knowledge of child protection procedures, which means they know what to do if they have concerns about a child. They clearly prioritise children's safety and understand their responsibilities in providing a safe environment. Managers monitor the provision well and give support to all staff. For example, they make regular checks on how well children are learning, and meet with staff to discuss where they can improve practice through additional training. This helps staff to improve their teaching skills to promote good outcomes for children. Partnerships with external agencies in other settings are well established. This ensures that there is a shared approach to children's learning and helps prepare children for the move on to school. The provider and managers understand and implement the requirements of the Early Years Foundation Stage well.

Setting details

Unique reference number	136045
Local authority	South Gloucestershire
Inspection number	978412
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	44
Name of provider	Olveston Pre School Committee
Date of previous inspection	8 July 2009
Telephone number	01454612074

Olveston Pre-School first opened in 1961 and registered in 1996. The pre-school operates from the parish hall in Olveston, South Gloucestershire. The pre-school is open from 9am to 3pm on Monday to Friday during term time only. There are six members of staff; of these, five hold appropriate early years qualifications. The manager holds Early Years Professional Status. The setting receives funding for early education for children aged two, three and four years oldS.

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