

Startrite Pre-School Playgroup

Little Stoke Youth Centre, Little Stoke Lane,, Little Stoke, South Glos, BS34 6HY



Inspection date

15 September 2015

Previous inspection date

14 June 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are happy and settled, and have with very good relationships with staff. This promotes children's social skills and emotional well-being.
- The manager maintains robust safeguarding procedures to ensure all children are safe from harm. Staff receive relevant safeguarding training and complete regular risk assessments to ensure children remain safe and secure.
- Children are progressing well and steps are in place to ensure that this continues for those children working above typical levels of development.
- Teaching is good because staff know the children's needs well and constantly extend learning. They encourage children to be enquiring by questioning and testing out ideas.
- Children are motivated and have a positive attitude to learning. This helps to prepare them well for school.
- There is a good system of self-evaluation that all staff, parents and children are involved with. Staff are extremely reflective of their practice and support each other well. Plans to develop the setting further include improving the outdoor area.

It is not yet outstanding because:

- Staff gain information about the children's learning at home to find their starting points, but this does not continue through their time at the setting. This means that staff do not always learn about children's interests and achievements at home, to inform their planning for children's development.
- Staff do not always use all opportunities to develop children's early interests in books to aid their literacy development further. Books are not presented in an inviting way so children can easily reach and explore them.

What the setting needs to do to improve further

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

- develop parental partnerships further by encouraging them to make more comments to staff about children's achievements and interests at home, to improve consistency in children's learning
- extend the opportunity for children to explore books to strengthen their literacy development further.

Inspection activities

- The inspector observed activities with the children indoors and outdoors and considered the quality of teaching.
- The inspector spoke to parents and considered their views.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector sampled a range of documentation, including policies, procedures and children's records.

Inspector
Jean Essom

Inspection findings

Effectiveness of the leadership and management is good

The small and well-qualified staff team work very well together and bring a range of skills and strengths to the pre-school. For example, they are well trained and have experience of working with children with specific needs. The manager monitors the provision continuously and discusses this with staff, planning how to improve their practice. This approach ensures teaching is consistently good. Staff have strong partnerships with the local school that most children will attend. They seek the advice from the reception teachers to ensure they prepare children well for this stage in their learning. Staff are confident about the procedures to follow if they have concerns about a child. Safeguarding is effective and the manager implements all the requirements well.

Quality of teaching, learning and assessment is good

Staff successfully observe, plan, assess and monitor children's learning and development. As a result, children are preparing well for the next stage in their learning. All children make good progress from their starting points, as learning is personalised for each child. Staff identify children who need additional support quickly and professional help is sought promptly when needed. Effective systems for working in partnerships with other professionals mean that there is a consistent approach to children's care and learning needs. Staff have a good understanding of how children learn through play. They provide a broad range of resources and activities that are suitable for children of different ages and abilities. They effectively promote children's language development by repeating words back to them, using accurate pronunciation and extending their vocabulary.

Personal development, behaviour and welfare are good

Staff interact well with children, which results in a calm and friendly atmosphere. Children confidently explore the environment, working and playing together well. They respect each other's views and accept differences, ensuring they help each other. Staff manage children's behaviour well. Therefore, children are well mannered, polite and behave very well. Staff work closely with parents to develop children's understanding of healthy eating and the benefits of exercise. Children enjoy daily fresh air and exercise in the outdoor area. They are encouraged to be independent in their own personal care. Staff support children's growing understanding of safety through regular evacuation drills and teaching them to use equipment safely. The manager has training in signing methods and uses this to aid children's communication. She uses signing and pictures so that all children, including those with additional educational needs, learn the routines and feel secure.

Outcomes for children are good

Children are developing good investigative skills and enjoy experimenting, such as building a working marble run. They learn mathematical skills through daily routines by counting how many children are present and matching this to the number of milk cartons needed. Early literacy skills are developing, with most children successfully identifying their own name. Children sing many familiar nursery rhymes and action songs, and staff use this

time to introduce numbers and words. As a result, children's language, and social and mathematical skills are good. All children are making good progress from their starting points.

Setting details

Unique reference number	136087
Local authority	South Gloucestershire
Inspection number	836470
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	22
Number of children on roll	11
Name of provider	Startrite Pre School Playgroup Committee
Date of previous inspection	14 June 2011
Telephone number	07956 397469

Startrite Pre-School Playgroup registered in 1996. The group is located in Little Stoke in South Gloucestershire. The nursery provides funded early education for children aged two, three and four years old. The playgroup is open during school terms on Monday, Tuesday, Wednesday and Thursday. Sessions are from 9am to 3pm. Two full-time staff work with the children who have early years qualifications at level 3.

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