

Timsbury Pre-School

St. Marys C of E VC Primary School, Lansdown View, Timsbury, Bath, BA2 0JR



Inspection date	12 October 2015
Previous inspection date	21 January 2010

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

- Management and staff extend children's ideas and set them challenges as they play. This helps to ensure that children make good progress from their starting points.
- Children are well behaved and learn with confidence. They demonstrate this through their positive relationships with staff, and the happy and settled way in which they play.
- Partnerships with parents and the feeder school are strong. They provide a shared approach to meeting the needs of children and their families. This promotes children's learning at pre-school and at home, and helps to ensure that they are well prepared for their move up to school.
- The manager has developed an effective self-evaluation process. This promotes targeted improvements that bring about effective change and have a positive impact on learning outcomes for children.

It is not yet outstanding because:

- Children do not always have enough time, particularly during the morning session, to freely explore their self-chosen play and complete activities to their own satisfaction.
- Staff do not always organise equipment effectively in response to daily plans, particularly at the start of the day.

What the setting needs to do to improve further

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

- extend opportunities for children to freely explore their self-chosen play and complete activities to their own satisfaction to enhance their learning
- improve the organisation of resources in response to daily plans so that valuable time is not lost at the start of the day.

Inspection activities

- The inspector observed children and staff indoors and in the outdoor area.
- The inspector spoke with parents and took their views into consideration.
- The inspector carried out a joint observation with the manager.
- The inspector looked at documentation, including children's learning journals.
- The inspector held a leadership and management discussion with the manager.

Inspector

Angela Cogan

Inspection findings

Effectiveness of the leadership and management is good

Staff and management understand child protection issues and safeguarding procedures. They take their responsibilities seriously and promote children's safety and welfare. Safeguarding is effective. The manager monitors staff performance formally through appraisals and supervision meetings, and informally through observation of practice. This helps to identify staff training needs. Training programmes have a positive impact on learning opportunities and experiences for children. For example, staff have improved story sessions and fully understand their learning potential since attending a recent language and literacy training programme. Good working partnerships with outside professionals help to ensure that children receive learning and care experiences that are in line with their individual needs. This has a particularly positive impact on children with additional needs.

Quality of teaching, learning and assessment is good

Teaching is effective. Management and staff track children's progress through successful systems of observation and assessment. They have clear understanding of the focus of learning for each child, and this helps children make good progress from their initial starting points. Management and staff promote children's language and communication skills well. For example, children look at worms in the garden and staff encourage them to build on their descriptive vocabulary. Children have lots of opportunities to improve their understanding of letter shapes and sounds. For example, children often write as they play and easily recognise their own names at snack time.

Personal development, behaviour and welfare are good

Management and staff implement a very effective key-person system. As a result, children build firm emotional attachments and settle quickly. Children develop their physical skills; for example, they have opportunities to run, climb and balance. They have lots of access to the outside area and learn about healthy lifestyles. For example, staff encourage children to run around a track, and children stop and experience their racing heart beats. Children have access to a wide range of learning opportunities; they operate with growing levels of independence and are keen to explore and get involved.

Outcomes for children are good

Children are settled and confident, and consistently behave well. They treat each other kindly and with respect. Children develop positive values and attitudes and are, therefore, well prepared for their move on to school and into the wider community.

Setting details

Unique reference number	133098
Local authority	Bath & NE Somerset
Inspection number	840946
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	29
Name of provider	Timsbury Pre-School Committee
Date of previous inspection	21 January 2010
Telephone number	01761 479009

Timsbury Pre-School opens five days a week from 8.30am to 3pm during school term times. There are five staff members who work with the children; all have suitable early years qualifications. The pre-school is accredited to receive funding for children aged two years.

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