

Priddy Pre-School

The Glebe, Priddy, Wells, Somerset, BA5 3BE



Inspection date	22 October 2015
Previous inspection date	8 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- The managers have addressed all actions from their previous inspection well. They attended Ofsted seminars and, in addition, they have good systems of self-evaluation to continue to drive improvement.
- The strong partnership with parents has a good impact on children's learning and development. Parents receive regular information on children's progress, next stages of learning and how to support development at home.
- Children behave well and have a good understanding of the staff's expectations. Staff use good strategies to gain children's attention. They provide effective role models and help children to form positive relationships.
- Staff meet children's physical and emotional needs well. Strong relationships help children feel secure, which enables them to move around the premises confidently, make choices and lead their learning.
- Staff attend training to ensure they have a good knowledge of the procedures to follow should a child be at risk of harm.
- The quality of teaching is consistently good. The manager has gained a higher qualification and works directly with staff to provide constant supervision. They regularly discuss practice, review their planning and find even better ways of working.

It is not yet outstanding because:

- Staff miss some opportunities to help children understand what causes some things to happen and to think of solutions to problems for themselves.
- Staff do not make full use of all experiences, to provide opportunities to develop children's independence even further.

What the setting needs to do to improve further

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

- help children to understand why things happen and how to solve problems for themselves
- use all opportunities for children to be as independent as possible.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke with the chair of committee, staff, children and parents present on the day of the inspection. She took account of the pre-school's self-evaluation.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.
- The inspector checked safeguarding information and the premises.
- The inspector held a meeting with the manager and carried out a joint observation.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is good

The provider has a good understanding of their responsibilities. Safeguarding is effective. Staff carry out daily risk assessments and deploy themselves well to provide good supervision and support for children. The management team meets regularly to discuss practice and the provider visits twice a week to observe the quality of teaching. Following the last inspection, the provider has reviewed the policies and procedures and ensures all documentation contains the required information. The management has good systems to monitor children's development. This ensures they identify gaps and close them quickly.

Quality of teaching, learning and assessment is good

Staff monitor children's development and get to know the children well. This enables them to plan activities and a welcoming environment that meets children's individual needs. They arrange furniture and resources in a way that enables children to initiate their play and learning. Staff promote children's mathematical development well. They challenge older children to count large numbers during planned activities and to understand about weight, for example. Children spend time practising new skills until they are able to manage them independently. Staff help children to engage fully during group activities, keeping their attention and ensuring every child is included. Children recall past events, make predictions, and find out if they are correct. Staff place high importance on children acquiring language and communication skills; for example, they listen to children and encourage them all to ask and answer questions.

Personal development, behaviour and welfare are good

The effective key-person system enables children to develop positive attachments. The manager meets with parents and children before they start at the setting. Children soon settle and are confident at the pre-school. Parents comment positively on how well the staff know their children's individual needs. Overall, children develop good independence, such as in managing their personal care needs and putting on their coats. Staff help children to learn to share and manage their behaviour for themselves. For example, children used a sand timer to take turns using the favourite bike. Children learn to keep themselves safe and demonstrate their understanding of safe practices as they play. They put on hard hats and high visibility vests to use the tools, for example. Children learn how to keep healthy, for example, as they have regular drinks, healthy snacks and plenty of exercise.

Outcomes for children are good

From their starting points, children make good progress in all areas of their learning and development because staff provide them with good support. Where children are at a lower than typical levels for their age, staff give them additional support so that they soon catch up. This prepares children effectively for school.

Setting details

Unique reference number	143023
Local authority	Somerset
Inspection number	1003569
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	15
Number of children on roll	11
Name of provider	Priddy Playgroup Committee
Date of previous inspection	8 January 2015
Telephone number	01749 870755

Priddy Pre-School registered in 1994 and is run by a committee. It operates from the village of Priddy, Somerset. The pre-school has close links with the village school, situated in the adjacent building. The pre-school is open from 8am until 1pm on Monday and Tuesday and from 8am until 3pm on Thursday and Friday. The pre-school receives funding to provide free early education to children aged two, three and four years. There are three members of staff. The manager holds an early years qualification at degree level and her deputy manager holds Qualified Teacher Status. One member of staff holds an early years qualification at level 2.

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