

Motcombe Pre-School

Motcombe First School, Motcombe, Shaftesbury, Dorset, SP7 9NT



Inspection date

6 November 2015

Previous inspection date

28 September 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager does not ensure that children's ongoing progress is monitored effectively. Staff do not use their observations of children to complete precise assessments of children's learning to identify what they need to learn next to inform planning of activities and help children to make good progress in their learning.
- The manager and staff do not use highly successful systems to engage parents in sharing information about children's learning and development at home to promote continuity for children.
- At times, staff miss opportunities to extend children's learning in the outdoor environment.

It has the following strengths

- Staff understand how children learn and interact well with them. Children enjoy a range of activities indoors that provide opportunities for them to explore all areas of learning and development. Most children make sufficient progress in their learning.
- Staff create a warm and friendly environment. Children are confident; they are learning to be independent and have good communication and language skills. This helps to prepare them for the next stage in their learning.
- Staff work alongside other professionals to implement plans that support children with additional needs. Staff promote an inclusive environment and encourage children to celebrate their similarities and differences.
- Staff provide gentle and calm support for children to manage their own behaviour and feelings. This helps children as they prepare to move on to school.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

Due Date

- improve observations and assessments of children's learning and development, and check their ongoing progress, to identify clearly what children need to learn next to help them make the best progress possible. 08/01/2016

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

- strengthen the methods used to help parents share information about their children's achievements at home to build an accurate picture of each child's learning and development
- make greater use of all the outside spaces to extend children's learning.

Inspection activities

- The inspector observed the children and the quality of teaching during activities inside.
- The inspector sampled a range of paperwork, including policies, suitability documents, risk assessments, the self-evaluation document and the children's learning files.
- The inspector discussed the provision with the staff, children and the parents at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector gathered the views of parents from discussion and parents' written questionnaires.

Inspector

Shirelle Norris

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff have a good knowledge of how to safeguard children and keep up to date with current legislation. The manager understands the importance of monitoring children's attendance and follows up any unplanned or prolonged absence. However, she does not ensure that children's progress is monitored well enough. In addition, the manager and staff team do not use successful systems to engage parents in their children's learning. Staff receive support through regular meetings that enable them to share any concerns about children and identify training opportunities. For example, after attending training, staff have introduced new resources and learning experiences to promote children's mathematical learning. The manager and staff team reflect on the quality of the provision and gather the views of parents to drive forward improvements. Partnerships with the local school are developing to help smooth children's move.

Quality of teaching, learning and assessment requires improvement

Children happily arrive at the pre-school and quickly settle, choosing from toys and resources set out for them. They enjoy make-believe play, painting and drawing alongside their friends. Staff have an understanding of how children learn and carry out some observations and assessments of children's learning. However, they do not use this information well enough to identify what children need to learn next or to inform future planning to promote further children's progress. Staff provide activities that broaden children's experiences and help children to develop their skills. For example, staff use questions to extend children's thinking, and motivate children to learn through enthusiasm and playful interactions. Children develop a sound knowledge of mathematical concepts. Staff routinely talk about sizes and count during activities, such as at registration time.

Personal development, behaviour and welfare require improvement

The key-person system is effective. Children develop suitable attachments with staff, for example, they spontaneously hug and seek out staff for reassurance. Children's behaviour is good and they play well alongside each other enjoying each other's company. Staff praise children constantly for their achievements to build their self-esteem. Children develop the confidence to try new things and help staff with tasks. Children choose songs to sing and join in with the actions, rhythm and rhyme. Although children have regular opportunities to exercise and develop their physical skills, staff miss some opportunities to extend children's learning outside. Staff support children to manage their self-care needs.

Outcomes for children require improvement

Children enjoy their time at the pre-school. They make typical progress in some areas of their learning. Children learn values; they are kind to each other and respect the environment and the staff.

Setting details

Unique reference number	141106
Local authority	Dorset
Inspection number	836605
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	17
Number of children on roll	23
Name of provider	Motcombe Pre-School and Toddlers Committee
Date of previous inspection	28 September 2011
Telephone number	07905 083279

Motcombe Pre-school is a committee-run pre-school, registered in 2000. The pre-school operates Monday (including lunch club 11.45am - 12.45pm, Tuesday, Wednesday and Friday from 8.45am to 11.45am, Thursday (Ready Steady School session from 8.45am to 12.45pm including a lunch club). A session for two-year-olds operates Tuesday and Wednesday afternoons from 12.30pm to 3.30pm. Two staff hold relevant childcare qualifications at level 3 and one is training. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years.

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