

Tisbury Pre School

Fledglings, Weaveland Road, Tisbury, Salisbury, Wiltshire, SP3 6HJ



Inspection date	8 January 2016
Previous inspection date	23 March 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 manager and her team have a good awareness of safeguarding. They attend training regularly and know how to keep children safe. Robust policies and procedures underpin the safe practice that is evident throughout the provision.
- Staff have strong support from the manager and the committee. They have good opportunities to train and continue their professional development. This has a positive impact on the outcomes for the children.
- The children settle into the pre-school well. They feel secure and have good levels of confidence. Staff are attentive and aware of their individual needs.
- Staff have good partnerships with parents, who share information about their child's needs and interests.
- Staff have good teaching skills and use these to help children make good progress in all areas of learning and development.

It is not yet outstanding because:

- Staff do not always provide good opportunities for children who learn best outdoors to recognise numbers and words in a variety of ways to develop their literacy skills and mathematic knowledge.
- On occasions, the organisation of some group activities in the pre-school room does not keep children fully interested and occupied to extend their learning.

What the setting needs to do to improve further

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

- provide more opportunities for children to extend their recognition of letters and numbers in a variety of ways to further promote their literacy and mathematical understanding, particularly for those who learn best outside
- review the organisation of whole group session activities to maintain every child's interest and concentration.

Inspection activities

- The inspector observed the children playing indoors and outdoors.
- The inspector discussed the provision with the staff and the children at appropriate times during the inspection.
- The inspector sampled paperwork, including risk assessments, children's files, policies, suitability documents and the self-evaluation document.
- The inspector gathered the views of parents from questionnaire comments and discussion.
- The inspector carried out a joint observation with the manager.

Inspector

Shirelle Norris

Inspection findings

Effectiveness of the leadership and management is good

Leadership is effective and the evaluation of the pre-school shows a commitment to improving standards. Staff work together, with guidance from the manager, to reflect on what works well and identify any weaknesses. They include parents in this process, which helps to forge good relationships. Staff attend training that guides their practice and keeps them up to date with any changes. The team regularly follows the progress of the children and works with other agencies to provide extra support. Relationships with the local school are robust and this helps children when they start school. The manager monitors learning well to ensure that all children continue to have the support they need to progress. Safeguarding is effective.

Quality of teaching, learning and assessment is good

Teaching is good, overall. Staff efficiently guide and support children as they play. Children develop good levels of confidence. They have many opportunities to learn and develop their communication and language through playing and exploring. For example, staff interact well, introduce new vocabulary and give children time to respond. Children listen to staff with excitement as they read stories in small groups or individually. This contributes to early literacy and language development. Mathematical learning opportunities occur in a variety of ways. For example, children talk about colours, counting and size comparison as they build towers. Staff use their observations to plan activities based on children's individual interests to help them make good progress.

Personal development, behaviour and welfare are good

Staff are friendly and approachable. Children form secure bonds, which helps them to settle, feel emotionally secure and motivates their learning. Staff promote behaviour effectively. They talk to the children about their expectations and encourage them to work cooperatively. Children learn to share and take turns. Staff adapt activities and provide resources to match children's varying needs. Children benefit from a wide range of resources inside and outside, and these are easily available for all children to make independent choices. Children enjoy being physically active. Staff provide a broad range of activities to teach children about their own health. For example, they talk about healthy foods as children take part in cooking and growing activities.

Outcomes for children are good

Children make good progress and staff prepare them well for school. Children learn about the world around them and staff consistently encourage them to be active learners. They are curious as they learn to collaborate and play together.

Setting details

Unique reference number	EY341483
Local authority	Wiltshire
Inspection number	827477
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	29
Name of provider	Tisbury Pre-School Committee
Date of previous inspection	23 March 2009
Telephone number	01747 871405

Tisbury Pre-School registered in 2006. It operates from converted premises on a school site in the village of Tisbury. It is open five days a week during school term times; from Monday to Thursday between 9am and 3pm and Friday from 9am to 1pm. The pre-school receives government funding for children aged two, three and four years. There are four members of staff working with the children, and the pre-school employs an administrator. Three members of staff hold childcare qualifications at level 3 and one holds a qualification at level 2.

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