

# Watery Lane Pre-school

Watery Lane, Minehead, Somerset, TA24 5NY



<b>Inspection date</b>	22 January 2016
Previous inspection date	25 March 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Children are very happy in this welcoming pre-school, which has a rich variety of stimulating resources and activities to promote learning and development.
- Staff know the children extremely well and form very positive relationships with them and their families. Children are emotionally secure and have exceptionally high levels of confidence.
- Partnerships with parents and other agencies are very strong. Management and staff ensure that they share information consistently and use it exceptionally effectively to plan for each individual child so that they all make the best possible progress from their starting points.
- Staff are fully involved in children's play and are highly skilful at intervening to adapt or extend activities to suit individual children's needs.
- The managers are highly effective at monitoring the quality of the provision to ensure they consistently sustain excellent standards of practice.
- The managers are very strong with a clear vision. The staff work highly effectively as a team to provide exceptionally good activities and care practices to help children learn and develop, and fulfil their potential.

## What the setting needs to do to improve further

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

- allow children even more time to think and talk about their activities to help them progress even further.

### Inspection activities

- The inspector observed children's play and staff's interactions with them inside and on a visit to the school hall.
- The inspector carried out a joint observation with one of the managers.
- The inspector had discussions with the joint managers and the chair of the committee.
- The inspector spoke to parents and took account of their views.
- The inspector looked at documentation, including children's records, policies and procedures.

### Inspector

Margaret Dobbs

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The management team and staff have an excellent understanding of child protection issues and the procedures to follow in the event of concerns about a child's welfare. Recruitment systems are robust with detailed and well-supervised induction procedures and support for new staff. The management team uses self-evaluation processes very well to identify areas for improvement. For example, it used recent staff training to help strengthen children's emotional development even more. The management team analyses assessments of children's progress to identify any gaps in their learning so they can implement specific planning to close them.

### Quality of teaching, learning and assessment is outstanding

Teaching is excellent. Staff respond to children's interests. They extend and challenge their knowledge and understanding at every opportunity. Children are involved in planning activities, which helps them to be highly motivated to participate and active learners. Staff skilfully include mathematical language and ideas in a variety of ways, which helps children to understand the meaning and use of number in everyday life. For example, children work out which number of children is higher when deciding the game that most want to play. Staff support children's language and communication development exceptionally well using an excellent range of methods. For example, they speak clearly, listen perceptively and use appropriate words and tone of voice as well as extending vocabulary. Very occasionally, they do not give children enough time to think and talk about what they are doing to extend their ideas even further.

### Personal development, behaviour and welfare are outstanding

Children have very strong attachments to staff, which help to support their emotional well-being. All children are welcomed, and their uniqueness and differences valued. Staff are excellent role models. Children behave very well; they are kind and respectful to each other. There is extremely good and regular contact with the local community and the environment. For example, children benefit from exciting outdoor activities, such as trips to the forest, where they learn about world through practical experiences. Children also learn about healthy food and lifestyles during regular activities and routines. They have exceptionally good opportunities to learn about staying safe. For example, a 'special helper' helps to assess and record any potential risks in the inside and outside environment. Children are immediately aware of the risk when they spill water and what they need to do. Staff are extremely successful at encouraging independence.

### Outcomes for children are outstanding

All children make exceptionally good progress in their learning and development. They develop skills that prepare them very well and support a smooth move into school.

## Setting details

<b>Unique reference number</b>	143030
<b>Local authority</b>	Somerset
<b>Inspection number</b>	825817
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	22
<b>Number of children on roll</b>	58
<b>Name of provider</b>	Watery Lane Pre-School Committee
<b>Date of previous inspection</b>	25 March 2010
<b>Telephone number</b>	01643 703651

Watery Lane Pre-school is managed by a committee and registered in 1990. Opening times are from 8am to 3.30pm, five days a week during term time only. There are eight members of staff; of these, one member of staff holds a qualification at level 6, one at level 5 and there are four with a level 3. The pre-school receives funding to provide free early education for children aged two, three and four years.

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