

Horrington House Pre School

The School House, Horrington, Wells, Somerset, BA5 3EB



Inspection date

8 March 2016

Previous inspection date

20 April 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

- Children's learning is monitored well by managers and staff. There are strong partnerships in place with other settings and professionals to support children who have special educational needs to ensure they make good progress in their learning.
- Managers support the well-qualified staff through regular meetings and training to update their professional knowledge. This has a positive impact on children's learning; for example, staff have developed beneficial approaches to help children who are learning English as an additional language.
- Children develop a good understanding of the natural world around them through regular visits into the local countryside.
- Children are happy and secure in the setting. Staff are supportive and help children to settle. For example, children quickly form strong relationships with adults and develop the confidence to explore the environment.
- Close links with the adjacent school support staff to prepare children well for the move to school.

It is not yet outstanding because:

- Staff have not developed systems to find out about children's changing interests and learning at home to thoroughly support them in planning for children's learning.
- Children do not have many opportunities to access technology to support their learning.

What the setting needs to do to improve further

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

- develop systems to seek information on children's changing interests and learning from home, to further support planning for their future learning
- provide more opportunities for children to develop their understanding of technology.

Inspection activities

- The inspector observed the activities and the quality of teaching throughout the setting.
- The inspector observed activities during a walk to a nearby field, and the quality of the teaching.
- The inspector held discussions with the management team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including staff suitability checks, self-evaluation, children's observation, assessment and planning records, and documentation linked to the monitoring of children's progress.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers ensure that staff are suitably checked to work with children. Staff have training to develop their awareness and confidence in child protection issues. They know the procedures to follow if they have concerns about a child's welfare. Recruitment procedures are robust, with effective processes to help staff to become familiar with their roles and understand their responsibilities. Managers have good systems in place to evaluate the quality of the provision. They have successfully addressed the areas for development identified at the previous inspection. For example, they now have effective procedures in place for planning for children's next steps in learning and the monitoring of children's progress.

Quality of teaching, learning and assessment is good

Staff complete regular assessments of children's achievements so they can plan for their future learning. They have a good understanding of how children learn and they plan activities to promote their individual needs. Staff support all children to develop good communication and language skills. For example, staff use good questioning with children to help them to communicate their ideas. Younger and less able children are helped with the use of signing techniques and visual images to express their needs. Partnerships with parents are good. For example, parents comment that staff offer support with ideas for continuing learning at home to help children reinforce and extend their knowledge.

Personal development, behaviour and welfare are good

Staff support children well to become independent. For example, children are self-sufficient at snack time, confidently dress themselves for outdoor play and are self-assured to ask for help when they need it. Children behave well and demonstrate consideration for each other. Staff help children to understand about keeping themselves safe. For example, on an outing children had a clear understanding of the importance of listening and waiting before crossing the road.

Outcomes for children are good

All children, including those who have special educational needs, make good progress from their starting points. Children maintain their concentration for good periods of time on activities that interest them. They are curious and enthusiastic learners who enjoy experimenting to further their learning. For example, children searched for natural materials in hedgerows and investigated which objects would float and which would sink. Children acquire a good understanding of mathematical concepts. For example, they spontaneously compared the lengths of the sticks they found and used mathematical language such as 'longest' and 'shortest'. Children are effectively supported to develop the key skills to help them in their future learning and the move to school.

Setting details

Unique reference number	143008
Local authority	Somerset
Inspection number	1013468
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	16
Number of children on roll	17
Name of provider	Horrington House Pre-school Committee
Date of previous inspection	20 April 2015
Telephone number	01749 673 516

Horrington House Pre-school has been registered since 1987 and is situated in the grounds of Horrington Primary School, in Wells, Somerset. It is open from 9am to 3.30pm, Monday to Friday, term time only. The pre-school provides funding for the provision of free early education for children aged two, three and four years. There are three members of staff working with the children; of these, one has a relevant qualification at level 4 and two have qualifications at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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