

St. Thomas' Pre-School

St. Thomas Church Hall, York Buildings, Trowbridge, Wiltshire, BA14 8PT



Inspection date

21 April 2016

Previous inspection date

22 May 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 and staff have a good understanding of the different ways that children learn. They offer children many interesting opportunities and good levels of challenge as they play. Children make good progress from their initial starting points.
- The managers and staff are good role models. They teach children to be kind and thoughtful towards each other. Children are supported with reminders about acceptable behaviour and they are encouraged to share, show tolerance and take turns.
- The partnerships with parents are good. Parents are kept well informed about all aspects of their children's development and are welcomed into the pre-school to share their skills, which supports children's learning well. Parents spoken to stated they are extremely happy about the service provided and the progress that their children make.
- The managers and staff have a strong drive to improve the pre-school and have raised standards since the previous inspection. For example, they have addressed the action and recommendation for improvement to help promote good outcomes for children.

It is not yet outstanding because:

- Managers and staff do not always give children enough time to think about and respond to questions, and to share their own ideas and experiences.
- Children who prefer to learn outdoors are not always provided with a wide range of learning opportunities to develop their interests.

What the setting needs to do to improve further

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

- give children more time to share their own knowledge, formulate their answers and respond to questions asked
- review the range of learning opportunities available to children who prefer to learn outdoors.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance records; all committee members', managers' and staff's suitability checks; the self-assessment information; children's observation, assessment and planning records; and documentation linked to managing children's progress.
- The inspector held discussions with managers, and spoke with children and staff at appropriate times throughout the inspection.
- The inspector spoke to a number of parents during the inspection and took their views into account.

Inspector
Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff have a comprehensive understanding of the procedures to follow if they have a concern about a child's welfare. Furthermore, there are now robust suitability checks and recruitment procedures that help to keep the children safe. Managers monitor children's progress effectively, including different groups of children. Any gaps in learning are identified quickly and interventions sought. All staff are qualified and experienced. Their performance is monitored and supported well, which helps to continually raise the quality of teaching and children's outcomes. Managers and staff regularly further their professional development. For example, they attend training and team meetings to increase their knowledge and skills. Managers and staff work well in partnership with other settings that children attend to aid continuity in care.

Quality of teaching, learning and assessment is good

Managers and staff accurately observe and assess children's development. They take account of children's interests to help inform planning. Children with special educational needs receive good support, which is well matched to their learning and development needs. Overall, managers and staff promote communication and language skills effectively. For example, children talk eagerly about what they do, and they anticipate the next sentence when listening to stories. Children have good opportunities to develop their early writing skills. For example, they attempt to write letters in soil and some write their own names. Children become engrossed in their imaginative activities. For example, they create treasure maps, and pretend to sail on their pirate ships and hunt for gold.

Personal development, behaviour and welfare are good

Managers and staff support children's personal, social and emotional development well. For example, children are happy and settled and show a strong sense of belonging as they take responsibility for small tasks and build their confidence. Managers and staff carefully teach children how to keep themselves safe. For example, they remind children to remain seated when eating and not to run indoors. Children have good physical skills. Managers and staff teach children well about similarities and differences in the wider world, and children learn to appreciate, value and respect difference.

Outcomes for children are good

All children develop important skills in readiness for school. Children get on with others and are motivated to learn. They confidently recognise their own names, for example, at mealtimes and for registration. Children's mathematical skills develop well. For example, they confidently use and discuss simple measurements, volume, capacity and numbers as they experiment during their play.

Setting details

Unique reference number	145822
Local authority	Wiltshire
Inspection number	1015940
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 - 4
Total number of places	26
Number of children on roll	24
Name of provider	St. Thomas' Pre-School Group Committee
Date of previous inspection	22 May 2015
Telephone number	07989 302662

St Thomas' Pre-School registered in 1993 and is situated in Trowbridge, Wiltshire. The pre-school is open during school terms on Tuesdays and Thursdays from 9.30am to 3.30pm, and on Wednesdays and Fridays from 9.30am to 12.30pm. The management committee employs three members of staff. Two staff hold early years qualifications at level 3. The pre-school provides funded early education for children aged two, three and four years.

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