

St George's Pre-school

St George's Primary School, High Street, Swanage, BH19 3HB



Inspection date	15 July 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 make good progress. The manager monitors their development regularly to identify emerging strengths and to support any gaps in their learning. This helps staff to provide activities that prepare children well for their next stages of development.
- Staff encourage children to be confident. Staff listen to their views and ideas, and provide experiences that children enjoy. Children feel valued, are interested in their play and learn new skills.
- Children behave well. Staff consistently encourage them to share, be kind and consider other people's feelings. Children develop competent social skills.
- The provider supports the manager successfully, which results in a close team that works well together.
- Self-evaluation is effective. The manager supports staff well to reflect on their individual practice, as well as seek children's and parents' views of the setting. The manager uses this information effectively to help drive continual improvement.

It is not yet outstanding because:

- There are fewer opportunities for children who prefer to learn outdoors to extend their early reading and writing skills.
- Organised group activities are not consistently challenging for all children, particularly older ones.

What the setting needs to do to improve further

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

- increase opportunities for children to build on their early reading and writing skills, especially those to prefer to learn outdoors
- develop group activities to increase learning opportunities for older children.

Inspection activities

- The inspector observed children playing indoors and outdoors, and with staff.
- The inspector and the manager completed a joint observation of an organised activity.
- The inspector spoke to parents, children and staff at appropriate times during the inspection.
- The inspector held a meeting with the manager to discuss arrangements for staff support and activities for children's development.
- The inspector sampled a range of documents, including the complaints procedure and children's records.

Inspector

Tristine Hardwick

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff are familiar with child protection issues and know how to report any concerns they have about children's welfare. The manager ensures that staff keep their child protection knowledge up to date and attend relevant courses. She displays the procedures to follow in the event of a concern so they can act promptly. The management team recruits new staff safely and follows secure recruitment procedures. The team monitors staff development effectively, including any training needs. This has helped to extend staff's skills in supporting children's communication and language development. Staff share their new knowledge with their team, helping to maintain a consistent level of teaching.

Quality of teaching, learning and assessment is good

Staff interact effectively with children to extend their skills and support children to develop well across all areas of learning. They prepare activities that engage children to learn as soon as they arrive. Staff organise themselves well inside and outside, and, overall, make good use of children's play interests to devise more challenging and guided learning. They ask questions that support children to think and be curious to explore and learn. For example, as children feel seaweed, staff encourage them to smell it and think about what it reminds them of. Staff help children to develop confidence in their physical abilities. For example, children enjoy running and playing with others, and use paint brushes to 'paint' fences with water.

Personal development, behaviour and welfare are good

Children are happy, safe and secure. They form strong attachments to their key person and other staff members. Staff encourage children to express themselves and feel confident in their ideas and thoughts, such as activity ideas. This helps them to be self-assured and build good self-esteem. Staff are good role models. They provide children with positive examples of how to behave and interact with others. Children learn to become independent and complete simple tasks themselves, such as serving snack or cutting fruit. Staff work successfully with other settings children attend and form effective partnerships with parents. Staff share regular information with parents, verbally and written, and encourage them to contribute to the overall targets they set for their children's progress.

Outcomes for children are good

Children are active learners. They confidently communicate with others to solve simple problems, such as working together to solve mathematical problems using the computer. They are sociable and considerate. Children develop the key skills needed for their next stages in learning and eventual move to school.

Setting details

Unique reference number	EY475718
Local authority	Dorset
Inspection number	984194
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	20
Number of children on roll	44
Name of registered person	St George's Pre-School, Langton Matravers CIO
Registered person unique reference number	RP910470
Date of previous inspection	Not applicable
Telephone number	01929 423704

St George's Pre-school registered in 2014. It is located in Swanage, Dorset. The pre-school is open each weekday from 8.45am to 3.15pm, term time only. There are six members of staff, of whom one has qualified teacher status, three have a level 3 early years qualification, and one has a level 2 qualification. The pre-school receives funding to provide free early education for children aged two, three and four years.

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