

Nythe Pre School

Nylands Road, Nythe, Swindon, Wiltshire, SN3 3RR



Inspection date	15 September 2016
Previous inspection date	24 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff support children's independence well, encouraging them to be confident and ready for their next stage of learning.
- Staff provide an interesting range of activities that children enjoy. Overall, children make good progress in their learning.
- The manager supports the staff well to improve their practice, such as through accessing training to develop their skills.
- Children behave well. Staff act as positive role models and support children to manage their behaviour.
- Children have a good understanding of the natural world. For example, they grew fruits and vegetables for snack and they discussed how they had to wait for the tomatoes to turn red before picking them.
- A good range of resources is readily accessible in both the indoor and outdoor environments to meet children's interests.

It is not yet outstanding because:

- The management team does not always use the information gained from monitoring groups of children's progress to quickly identify and implement strategies, in particular to improve boys' development to help them make even better progress.
- The management team does not engage parents fully in the self-evaluation process, to identify and target further areas for improvement to benefit children.

What the setting needs to do to improve further

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

- monitor groups of children's progress more effectively to quickly identify and implement strategies, in particular to improve boys' development in mathematics, literacy and expressive arts and design
- develop more ways to gain parents' ideas and suggestions, to strengthen self-evaluation and identify further areas for improvement.

Inspection activities

- The inspector spoke to parents to take into account their views and opinions.
- The inspector observed the quality of teaching and interactions between children and staff during indoor and outdoor activities, and assessed the impact this has on children's learning.
- The inspector spoke to staff, children and the management team at appropriate times.
- The inspector sampled a range of documentation, such as attendance records, induction procedures, staff suitability checks, the self-evaluation document, and children's records.
- The inspector carried out a joint observation with the manager.

Inspector

Victoria Nicolson

Inspection findings

Effectiveness of the leadership and management is good

The manager supports staff well through rigorous induction and supervision procedures. Staff develop new techniques and skills, such as through attending training. For example, recent 'big book' training has improved children's engagement during story times. Safeguarding is effective. Staff demonstrate a clear knowledge of the signs and symptoms that a child may be at risk of harm. They have a good understanding of the procedures to follow to protect children's welfare. The management and staff are committed to making ongoing improvements. For example, the recent development of the outdoor space to grow vegetables for snack has been very popular among children, and has improved their understanding of the world.

Quality of teaching, learning and assessment is good

Staff get to know children well and assess their baseline development from the start. They support children with their learning and development through positive interactions to extend learning opportunities. Staff use the observation and assessment cycle well to plan for children's individual needs. For example, staff used children's interest in insects to encourage their communication and language skills and to introduce new words to develop their vocabulary. Staff keep parents well informed about their children's stage of development, such as through regular meetings, and involve them in their children's learning.

Personal development, behaviour and welfare are good

Staff support children well to manage their behaviour, including through acting as good role models. For example, staff take the time to discuss emotions to help children manage their own behaviour. Staff support children to learn about healthy lifestyles, for example, children enjoy outdoor play throughout the day. Children are encouraged to socialise with children of different ages, such as through freely being able to use the garden. This supports their personal development well. Staff praise younger children to help them feel proud of their achievements and raise their confidence and self-esteem.

Outcomes for children are good

Children learn to take turns, share and respect each other. They develop good communication and language skills. They enjoy talking about their interests and taking part in storytelling. Children confidently choose from a wide range of resources and use these well to develop their own ideas. All children make good progress overall, including those who have special educational needs. Children develop useful skills in readiness for their next stage in learning, including school.

Setting details

Unique reference number	109082
Local authority	Swindon
Inspection number	1061183
Type of provision	Full-time 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	37
Number of children on roll	40
Name of registered person	Nythe Pre School Committee
Registered person unique reference number	RP518183
Date of previous inspection	24 September 2013
Telephone number	01793 642424

Nythe Pre-School opened in 1965 and registered in 1992. It is managed by a voluntary committee. The pre-school opens each weekday during school terms. Sessions run from 9am to 3pm on Mondays, Tuesdays, Wednesdays and Thursdays, and from 9am to midday on Fridays. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs 10 staff who work with the children. The manager holds early years teacher status and seven other staff hold a relevant early years qualification at level 3.

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