

Shepton Mallet Community infants' School and Nursery

Shepton Mallet Community infants' School, Waterloo Road, Shepton Mallet,
Somerset, BA4 5HE



Inspection date

Previous inspection date

15 September 2016

23 October 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
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

- Leaders monitor children's progress exceptionally well. They meticulously identify any weaknesses in learning and act quickly to close the gaps. They implement interventions exceptionally well for those children who may be working at lower levels than expected or those who are learning English as an additional language, to ensure they make outstanding progress in their learning.
- Leaders and staff seek the views of parents and children incredibly well to support their self-evaluation and to identify areas to continually drive improvement. For example, staff critically reflect on observations of their teaching practices to develop strategies to maintain and further improve their high quality teaching.
- Staff enthuse and motivate children with an extremely stimulating learning environment. They provide an excellent range of resources and experiences that ignite children's curiosity and support their learning across all areas. Children explore with enthusiasm.
- Leaders and staff are excellent role models. They set high behavioural expectations. Children behave exceptionally well. They demonstrate kindness and negotiate with each other to solve conflicts in sharing and turn taking.
- Staff work incredibly well to support children who are learning English as an additional language. For example, children benefit from bilingual early intervention workers to help them to build their vocabulary and to communicate in their home languages.

What the setting needs to do to improve further

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

- explore even further ways to continue to share information with parents about their children's learning.

Inspection activities

- The inspector observed the activities, the quality of teaching and supervision of children throughout the setting.
- The inspector held discussions with the leadership team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including staff suitability checks, the organisation of staffing, self-evaluation, observations of children's learning, planning records, and documentation linked to the monitoring of children's progress.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.
- The inspector took into account the views of parents spoken to on the day.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff have an excellent understanding of child protection issues. The leadership team implements effective policies which are reviewed regularly to reflect changes to legislation. They share these with staff and parents to ensure they support children's well-being consistently. Leaders have worked exceptionally hard since the last inspection to raise the quality of care and education. For example, they monitor teaching practice rigorously and target staff's professional development with extensive training opportunities. For example, staff have very successfully used their learning to help children who are learning English as an additional language improve their communication skills. Staff form highly successful partnerships with parents and keep them fully involved in their children's learning. However, staff have identified ways that they can further develop information sharing.

Quality of teaching, learning and assessment is outstanding

Observation, planning and assessment systems are exceptionally rigorous and staff plan activities to challenge and extend children's learning. The highly qualified staff team has an extremely sharp focus on encouraging children's communication and language skills. For example, they engage older children in extensive discussions on the similarities and differences in the leaves they gather in the playground. Staff help children to develop new vocabulary and understand patterns in language when they talk about, 'hissing slithery snakes', for instance. Staff model language for babies incredibly well. For example, babies quickly copy sounds and words they hear and include them in their play.

Personal development, behaviour and welfare are outstanding

Staff use very effective methods to get to know children and their families from the start. They visit children and their families in their homes before they start so children develop very secure relationships with the staff. Children are incredibly independent. For example, they join the older children at the host school to eat their lunches, make choices from the food counter, and take a full part in clearing away their plates and cutlery. Staff provide superb opportunities for children to develop their physical skills and they have plenty of opportunities to play outside in the fresh air.

Outcomes for children are outstanding

All children make outstanding progress, given what they know when they start. Children are curious and like investigating. They maintain excellent concentration for extremely good periods of time on activities. For example, they explore how magnets work as they try to join trains together and notice when magnets either attract or repel the carriages. Children develop very good mathematical skills. They use large numbers spontaneously in their play and sort objects, such as leaves, according to size. Children are exceptionally well prepared to develop the skills needed for future learning and school.

Setting details

Unique reference number	EY443577
Local authority	Somerset
Inspection number	1059190
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	46
Number of children on roll	52
Name of registered person	Shepton Mallet Community Infants' School Governing Body
Registered person unique reference number	RP531446
Date of previous inspection	23 October 2012
Telephone number	01749342322

Shepton Mallet Community Infant's School Nursery registered in 2008. It operates from a large purpose-built building situated within the grounds of Shepton Mallet Infant School, close to the centre of Shepton Mallet, Somerset. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery is open Monday to Friday from 8am to 6pm for 50 weeks of the year. There are seven members of staff working with the children. Of these, one holds qualified teacher status, and a further five hold relevant early years 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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