

# Kingsbury Episcopi Pre-School



Kingsbury Episcopi Primary School, Stenbridge, Martock, Somerset, TA12 6BP

<b>Inspection date</b>	13 September 2016
Previous inspection date	22 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children are very much valued and welcomed. Staff spend time building strong bonds with children, who gain confidence and a positive sense of emotional security.
- Management and staff work well together and provide exciting activities that encourage children to explore and investigate through play. Children make good progress.
- Staff form positive partnerships with Reception year teachers and support children's transition to school very well. Children become independent and willing to take responsibilities. They gain the required skills to help their future learning.
- Children behave very well. Staff have appropriate expectations for children's differing abilities and needs and praise them often. Children develop positive self-esteem.
- Staff support children's good health effectively. Children gain confidence in their coordination and balance and are motivated to exercise and keep fit through play.
- Staff encourage children's communication effectively. For example, children learn new vocabulary such as 'antennae' and 'slither' when they talk about a snail.

### It is not yet outstanding because:

- Management and staff do not make full use of assessment information to identify the progress made by different groups of children and fully evaluate the effectiveness of learning overall.
- Management and staff do not gain full information from parents about children's existing abilities on entry, to support initial planning more effectively.

## What the setting needs to do to improve further

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

- strengthen the systems for monitoring children's achievements and identify how different groups of children learn and progress best
- gain more information from parents about children's existing developmental abilities on entry, to fully support initial planning.

### Inspection activities

- The inspector observed children's interactions indoors and outdoors.
- The inspector viewed documentation, such as operational policies, procedures and required records, including those for suitability.
- The inspector took into account the spoken views of parents.
- The inspector undertook a joint observation with the manager and discussed children's learning and development.
- The inspector discussed the pre-school's self-evaluation form with the manager.

### Inspector

Mary Daniel

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Management and staff understand their responsibility to protect children's welfare. Management follows clear recruitment and employment procedures and continues to assess the suitability of staff and encourage their professional development. For example, staff have completed training that has helped them develop further ways of supporting children's sustained thinking and problem-solving skills. Staff keep parents informed of their children's ongoing achievements and they evaluate how they can improve their learning further still.

### Quality of teaching, learning and assessment is good

Staff have a good understanding of child development. They actively support children's imaginative ideas. For example, children enjoy dressing up as doctors and nurses. They carefully take the temperature of their dolls and tell staff to keep still while they bandage their head or arm. Staff question children's ideas in their play and extend learning opportunities effectively. For example, children enjoy shaking and banging the musical instruments and then compare sounds as they do this quickly, slowly, loudly and softly. Staff make good use of funding to support children's specific individual needs. For example, they have obtained more resources to encourage children's speech and help them develop good communication and language skills.

### Personal development, behaviour and welfare are good

Staff are very friendly and caring, and children respond positively to them. Children interact happily with their friends and learn to be kind and helpful. For example, children readily help to tidy up toys. Children join in physical play activities with great enjoyment. They enthusiastically run and jump across the playground. They have fun splashing in puddles and like going for walks across the local fields. Children enjoy meeting a visiting police officer and learn about keeping themselves and others safe. They learn to use equipment, such as scissors, safely. Children like to wear ear protectors when using the battery operated toy chainsaw as it makes a loud noise.

### Outcomes for children are good

Children gain a good understanding of the natural world. For example, they show great interest as a storm develops and they see lightning and hear thunder. They see the rain falling heavily outside and excitedly tell staff that it has made a river. Children watch with fascination as a snail moves slowly across their hand. They like using simple technology. For example, they use a magnifying glass to look at a toy grasshopper and say 'It looks much bigger now'. Children like to practise their writing, such as in the toy kitchen area, where they take their friends' meal orders. Children show a keen interest in learning and begin to recognise and draw the initial sounds and letters of their names.

## Setting details

<b>Unique reference number</b>	EY284915
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1061778
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	29
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Kingsbury Episcopi Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP524258
<b>Date of previous inspection</b>	22 October 2013
<b>Telephone number</b>	01460 241004

Kingsbury Episcopi Pre-School re-registered in 2004. It is situated in the grounds of Kingsbury Episcopi Primary School, in Stembidge, near Martock in Somerset. The pre-school is open Monday to Friday from 9am to 1pm and on Tuesday and Thursday until 3.15pm, during term time only. Additional afternoon sessions on a Wednesday are offered according to demand. This committee run pre-school receives funding to provide free early years education for children aged two, three and four years. There are five staff employed; the overall manager holds early years teacher status, two staff hold qualifications at level 3 and one member of staff holds a qualification at level 2.

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