

Abbey Preschool

The Toose, Abbey Manor Park, Yeovil, Somerset, BA21 3SN



Inspection date	9 November 2016
Previous inspection date	8 January 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

- The manager is committed to continually evolving pre-school practice. She works closely with the committee leaders and the staff to evaluate practice and lead improvements.
- Staff plan and deliver a broad range of interesting activities, indoors and outdoors, which provides children with good opportunities to be active and engage in exploratory play. Staff use detailed observations of children to identify the next steps in their learning and plan effectively to enable them to make good progress.
- Staff give children's personal, social and emotional development a high priority. Staff are very patient and caring. They closely support all children's needs to help children feel happy and secure at the pre-school and to grow in confidence.
- The manager and staff develop good partnerships with parents and other settings children attend to ensure children receive continuity in their care and learning. Parents receive daily information about the activities taking place and learn about their children's progress in regular consultations.

It is not yet outstanding because:

- Children are not consistently encouraged to think of their own ideas and ways of solving problems, to develop their thinking skills and perseverance even further.
- Occasionally, staff do not provide enough opportunities for children to develop their creative ideas and explore art materials in their own way.

What the setting needs to do to improve further

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

- make the most of opportunities to encourage children to solve problems independently and persevere at their chosen tasks
- strengthen the opportunities for children to develop their creative ideas and explore art materials and techniques more freely.

Inspection activities

- The inspector observed activities in the main play room and the outdoor learning area, and conducted a joint observation with the manager.
- The inspector held a meeting with the manager and a committee member. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of the suitability checks and qualifications of staff working within the setting, evidence of self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day and read a number of written comments.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leadership is strong and staff are clear of their roles and responsibilities. Committee leaders and the manager ensure vetting procedures for staff and committee members are thorough. Staff supervise children well at all times and have a good understanding of safeguarding procedures. Staff follow comprehensive risk assessment procedures for all areas, effectively identifying and minimising hazards to children. Observations of staff's teaching and assessments of children's progress are scrutinised to identify any gaps in children's learning and the effectiveness of practice. The manager has established strong links with other local providers for professional development opportunities and to share good practice.

Quality of teaching, learning and assessment is good

Staff skilfully support children's confidence and communication by enriching songs and stories with sign language and actions. Children listen well, show respect for others and develop their conversation skills. For example, they discuss the weather and readily join in with songs, such as a 'days of the week' song. Children develop an appreciation for books and reading as they listen animatedly to stories. Staff make good use of props to link to other planned activities to engage and interest children further. Children develop their coordination and practise their early writing readily with drawing and writing resources in many activities, indoors and outdoors.

Personal development, behaviour and welfare are good

Children behave well and learn good social skills. They respond to the staff's gentle reminders about the boundaries that are in place for safety and behaviour. They enjoy sociable mealtimes and eagerly get involved in tidying away the activities. Staff support children to develop a healthy lifestyle and good self-care skills. Children learn about the benefits of eating healthy foods through interesting activities such as making fruit kebabs. Staff set up the all-weather playground well so that children are inspired to be active in the fresh air. They join in with children's exploration, extending their learning effectively. For example, children play cooperatively in group parachute games and ball games with staff, trying out their skills and becoming increasingly accurate.

Outcomes for children are good

All children make good progress from their individual starting points. Two-year-olds in receipt of funding make progress that is better than is typical for their age. Children are able to communicate their needs and become confident individuals, including those who speak English as an additional language. Children have very good listening and attention skills. They are interested and motivated to learn and explore and gain the key skills they need to start school successfully.

Setting details

Unique reference number	EY445565
Local authority	Somerset
Inspection number	1062591
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	55
Name of registered person	Abbey Pre-School Committee
Registered person unique reference number	RP904097
Date of previous inspection	8 January 2013
Telephone number	01935 425121

Abbey Preschool registered in 2012 and is situated in Yeovil. The pre-school employs 10 members of staff who work directly with the children. Of these, eight hold appropriate early years qualifications ranging from level 2 to level 6, including one who has qualified teacher status. The pre-school opens from Monday to Friday from 8.30am until 3pm during school term time only. The pre-school receives funding to provide free early education for children aged two, three and four years.

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