

# Chipping Sodbury Pre-School



The Scout Hut, The Ridings, St John's Way, Chipping Sodbury, Bristol, South Glos, BS37 6PQ

<b>Inspection date</b>	26 January 2017
Previous inspection date	17 October 2012

<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

- The management team and staff regularly reflect on their practice and identify effective ways to continuously improve children's learning experiences.
- Staff know the children well and are skilled at using children's current interests to plan activities that build on what they already know and can do.
- Children form secure attachments with the staff. This helps them settle quickly and feel welcome at the pre-school.
- There is a strong focus on supporting children's communication and language skills, which provides a firm foundation for their learning and development.
- Children participate enthusiastically in a wide range of activities. They have good levels of concentration, persevere well with tasks and are proud of their achievements.
- Children make good progress in their learning because staff provide an effective balance of appropriate challenge, support and encouragement.

### It is not yet outstanding because:

- The recently introduced tracking systems are not fully established. While leaders have used information to help evaluate the effectiveness of the programme for mathematics, they are not yet looking at other areas of learning in such detail.
- Parents are not always clear about the next steps that staff have planned for their children's learning. This limits opportunities for them to build on what children are learning at pre-school.

## What the setting needs to do to improve further

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

- extend the use of tracking information so that it is better used to monitor the effectiveness of the whole curriculum
- find ways to make sure that all parents are up to date with the plans that are in place to support their children's next steps in learning and strengthen the links between learning at home and at pre-school.

### Inspection activities

- This inspection was conducted by two inspectors.
- The inspectors spent time observing children at play in all areas of the nursery, including the outdoor area.
- One of the inspectors carried out a joint observation with the nursery manager.
- The inspectors spoke with children, parents and staff.
- The inspectors looked at a range of documentation including children's learning diaries, policies and procedures, information about the educational programmes and staff records.
- The inspectors met with leaders and discussed how the nursery is managed.

### Inspectors

Heather Morgan / Champa Miah

## Inspection findings

### Effectiveness of the leadership and management is good

The management team and staff share an ambition to give children the best possible start in life. The manager regularly reviews staff performance and provides clear feedback to support their professional development. Training is targeted well, supporting individual members of staff to successfully carry out their particular roles and responsibilities. This has a positive impact on improving provision for children. For example, staff have attended training to help them support children with specific needs. The manager has increased her understanding of accessing additional funding and uses it in innovative ways to ensure all children make good progress. Safeguarding procedures are effective. Staff have a good understanding of how to keep children safe and recognise when it is necessary to share information with other agencies.

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

The quality of teaching is consistently good across the whole staff team. Staff make accurate assessments of children's achievements. They use this information well to plan activities that interest the children and support them in making good progress. Staff have high expectations of the children and encourage them to experiment, explore and work things out for themselves. For example, children help to chop fruit and vegetables at snack time and are given time to develop their cutting skills while exploring a range of different shapes and textures. Staff take time to listen carefully to what children are saying. They ensure all children are able to participate in the routines and activities on offer, for example, by using simple signs and visual prompts. Staff take prompt action to ensure children get the support they need if they are not meeting expected targets.

### Personal development, behaviour and welfare are good

Children are happy and settled at the pre-school. Their behaviour is good and they play well together. They learn to share, take turns and, as they get older, they collaborate with one another to develop imaginative games. Children learn how to keep themselves safe. They are encouraged to speak up if they feel uncomfortable about anything and seek adult support if they are unable to negotiate conflict for themselves. They learn the importance of healthy eating as they regularly participate in cooking activities and talk about foods that are good for them. They also explore different cultures and traditions through role play and exploring different cuisines. Staff give children plenty of praise and encouragement which helps them feel confident and secure. They are supported well when it is time for them to make the transition to school.

### Outcomes for children are good

Children all make good progress in their learning. They participate enthusiastically in routine activities, such as singing familiar songs, counting the number of children present and learning to put their coats on before going outdoors to play. They communicate confidently with each other and staff. For example, they remind each other of agreed rules such as not running indoors. They engage in lively conversation about their family life and things they enjoy doing.

## Setting details

<b>Unique reference number</b>	EY446919
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	1078980
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Chipping Sodbury Pre-School Committee
<b>Registered person unique reference number</b>	RP908626
<b>Date of previous inspection</b>	17 October 2012
<b>Telephone number</b>	01454327328

Chipping Sodbury Pre-school was first registered in 1967 and re-located to the current premises in 2012. The pre-school is managed by a voluntary committee. It operates from a single-storey scout hut in Chipping Sodbury, South Gloucestershire. The pre-school opens Monday to Friday from 8.45am to 3.45pm, during school term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are four members of staff, all of whom hold relevant qualifications at level 3. The manager also holds a management qualification at level 4.

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