

# Fontmell Magna Under Fives

Blandfords Farmhouse, West Street, Fontmell Magna, Shaftesbury, Dorset, SP7 0PF

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 28 February 2017 |
| Previous inspection date | 23 October 2014  |

| <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 works very well to encourage staff in continually evaluating their practice. This has helped them improve many aspects of the provision and support positive outcomes for children. For example, staff provide a good range of activities that support children's good health and physical well-being very effectively.
- Children respond positively to staff and benefit from their sensitive approach to support their emotional well-being. Children gain good confidence and are happy and settled.
- Staff get to know the children well and provide an exciting range of activities based on children's choices and interests. Children make good progress and are ready for school.
- Staff create exciting play areas for children indoors and outdoors. For example, children have great fun playing in the outdoor 'space station' shed and in the 'vet' role-play area.
- Children behave very well. Staff are good role models for children. They sensitively help children to understand their feelings. Children learn how to play cooperatively with others.

### It is not yet outstanding because:

- At times, staff do not organise larger group activities as well as possible, to successfully encourage all children to participate and support their learning further.
- Although staff monitor children's progress, the management team does not ensure they use the assessment systems as well as possible to consistently identify children's next stages of development more accurately across all aspects of learning.

## What the setting needs to do to improve further

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

- improve the organisation of larger group activities to encourage the participation of all children more effectively and support their learning further
- make better use of monitoring and assessment systems to consistently identify children's next steps of development more precisely across all areas of learning.

### Inspection activities

- The inspector observed staff's and children's interactions indoors and outdoors.
- The inspector viewed documentation, such as operational policies, procedures, and required records of staff suitability.
- The inspector completed a joint observation with the manager and discussed children's learning and development with her.
- The inspector took into account the views of parents spoken with at the inspection.
- The inspector had discussions with the manager, staff and children.

**Inspector**  
Mary Daniel

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff regularly discuss safeguarding issues and clearly understand their responsibility to protect children's welfare. Staff work closely with parents and other professionals to support children's specific care needs very well. The management team meets regularly with staff and supports them well to continually develop their professional skills. For example, staff attended training that helps them support children's move to school more effectively. Staff help children to become familiar with the school environment and equipment, and with what they can expect when they move on to school.

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

Staff understand child development well and support children's play effectively. Staff encourage children's early understanding of technology very well. For example, children showed great interest in the 'space station' control board and excitedly flipped switches and pressed buttons as they pretended to go on an exciting space trip. Staff support children's social, physical and creative skills effectively. For example, older children worked cooperatively with others to build a wooden pirate ship outdoors. They decided to add a sloped block and fit this at the end of their ship, telling staff 'this is for pirates to walk the plank'. Younger children became engrossed digging for 'treasure' in the sand. They showed great delight finding 'silver rings' and 'pieces of eight' in a treasure box.

### Personal development, behaviour and welfare are good

Staff motivate children's interest in nature and their enjoyment of exercise very well. For example, children showed great excitement as they carefully lifted a log stump and saw wood lice, slugs and a centipede living underneath. Children have great fun digging in the earth and use small planks of wood, branches and sticks to make exciting dens. Staff teach children effectively how to keep themselves safe. For example, children learn how to go up the steps of a slide and walk over the 'rickety bridge' safely at a nearby park. Children are kind and learn to respect the needs of others. For example, they see a friend is upset and try to comfort them and share their toys and games happily together.

### Outcomes for children are good

Children start to use numbers confidently in their play. For example, they played with toy rockets and excitedly counted 'five, four, three, two, one, blast off'. Children develop their imaginative skills effectively. For example, they played happily together pretending to be vets and talked about how to give a toy animal an injection to help them get better. Children become confident communicators and use their language well to describe their ideas. For example, they had great fun using twigs, mud and leaves to make a pretend meal, and told staff they were making them 'chicken and sour cream for tea'.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY413949  |
| <b>Local authority</b>                           | Dorset  |
| <b>Inspection number</b>                         | 1071308   |
| <b>Type of provision</b>                         | Full-time provision                                 |
| <b>Day care type</b>                             | Childcare - Non-Domestic                            |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>                     | 2 - 5   |
| <b>Total number of places</b>                    | 30  |
| <b>Number of children on roll</b>                | 55  |
| <b>Name of registered person</b>                 | Fontmell Magna Under Fives Committee                |
| <b>Registered person unique reference number</b> | RP906824  |
| <b>Date of previous inspection</b>               | 23 October 2014                                     |
| <b>Telephone number</b>                          | 01747812773   |

Fontmell Magna Under Fives registered at its current premises in Fontmell Magna, Dorset in 2010. The group is open Monday to Friday from 8.45am until 2.45pm, during school terms only. There is also an out-of-school club which operates from 7.45am until 8.45am and from 3pm until 4pm. The group receives funding to provide free early years education for children aged two, three and four years. There are seven staff employed. Of these, one holds qualified teacher status, five hold qualifications at level 3 and one holds a qualification at level 2.

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