

Charfield Pre-School

Foundation Rooms, Charfield Primary School, Wotton Road, Wotton-Under-Edge,
Gloucestershire, GL12 8TG



Inspection date	2 March 2017
Previous inspection date	9 December 2014

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 uses feedback and suggestions from staff, parents and children to make changes and improvements. For example, she now sends the weekly plans to parents by email as well as displaying them in the foyer, so they are fully informed of the planned activities.
- The manager monitors staff practice well. Recent in-house meetings have helped staff improve the way they teach children mathematics and literacy. For example, they changed the play environments to encourage children to more actively explore numbers and letters.
- Some aspects of the provision are outstanding. For example, the very strong partnerships with parents include regular sharing of information about children's learning and development. Staff provide highly effective guidance for parents to support their children at home. Children benefit from these extremely positive relationships that provide a very consistent approach to their development.
- Staff monitor children's progress well. They identify gaps in learning and provide support to help close gaps quickly. All children, including those who have special educational needs and/or disabilities, make good progress.

It is not yet outstanding because:

- On occasion, staff miss chances to help children expand on ideas and extend their learning when they are engaged in activities.
- Very occasionally, staff do not make it clear to children exactly what is expected of them at transition times so they all benefit taking responsibility for simple tasks.

What the setting needs to do to improve further

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

- make better use of opportunities to engage children in activities to extend their thinking and problem-solving skills even further
- offer more consistent messages to children to support their understanding about what is expected of them.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint evaluation of children's learning with the manager.
- The inspector held a leadership and management meeting with the manager.
- The inspector looked at a sample of paperwork, including policies and procedures, risk assessments, complaints and children's records.

Inspector

Anita McKelvey

Inspection findings

Effectiveness of the leadership and management is good

The manager focuses on providing good quality care and education. She has made changes to the way staff monitor children's development and share this with parents. For example, she has implemented an interactive online system for recording assessments for children, which parents can access readily. Arrangements for safeguarding are effective. Recent training has increased staff's knowledge about what may make a child vulnerable and how to act on concerns about a child's welfare. They are confident about how to protect children and minimise risks.

Quality of teaching, learning and assessment is good

Staff make accurate assessments of the children and use their interests to plan well for their further development. For example, children enthusiastically use puppets of characters from a book to retell a favourite story. Staff encourage children's attempts at early writing, including providing paper, pens and crayons with different toys. Children enjoy expressing themselves, for example, as they add pictures of food, trees and rivers as well as drawing around the dinosaurs. Staff support mathematics outdoors. For example, they encourage children to count the spadefuls of sand as they fill a bucket and get them to compare the size of 'cakes' they have made in the mud kitchen.

Personal development, behaviour and welfare are good

The manager and staff help children develop confidence in social situations. For example, key persons make home visits and share weekly plans to help parents know what children need to learn next. In addition, they support parents at meetings about their children with other settings and professionals to help children develop well. Staff encourage children to care for themselves and others. For example, children help prepare snacks, pour drinks and clear cups and plates away. Children learn about the lives and experiences of others and take part in different celebrations. They also have great fun dressing as favourite book characters for a day, eagerly explaining who they are.

Outcomes for children are good

Children enjoy their time at the setting. They show pride in their achievements, such as when they show the models they have created with recyclable materials to staff. Children include technology in their imaginative play. For example, when in the role-play shop, children pretend to place orders for vegetables on the computer and then pack them into baskets to take away. Older children show good mathematical knowledge. For example, they use tape measures to compare the size of the furniture in the room and write the numbers from the tape on notepads, telling staff which is bigger. Children are very well prepared for the move to school. They listen to instructions, learn to change their clothes for physical activities and have cooked lunches like the children in the Reception class.

Setting details

Unique reference number	EY221221
Local authority	South Gloucestershire
Inspection number	1070448
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 - 5
Total number of places	23
Number of children on roll	35
Name of registered person	Charfield Pre-School Committee
Registered person unique reference number	RP904606
Date of previous inspection	9 December 2014
Telephone number	01454 260059

Charfield Pre-School has been open since 1967 and registered in 2002. It operates from Charfield Primary School. The pre-school is open in term time only on Monday to Thursday from 9am to 2pm, and on Friday from 9am to 11.30am. A team of four staff is employed, three of whom hold relevant qualifications at level 2 and level 3.

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