

St Anne's Pre-School Playgroup

Hewish & Puxton Village Hall, Maysgreen Lane, Hewish, North Somerset, BS24 6RT



Inspection date

9 March 2017

Previous inspection date

13 October 2016

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|------------|---|
| | Previous inspection: | Inadequate | 4 |
| 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

- Staff have made significant improvements since the last inspection. Training has improved staff's understanding of their roles and responsibilities to safeguard children.
- Staff complete an accurate assessment of what went well and what can be improved at the end of each session. Their observations have led them to make well-considered changes to make best use of the hall to be an effective learning environment.
- There is a strong focus on teaching children to play co-operatively together. As a result, children are beginning to learn to accept the needs of others, to take turns and share resources.
- Committee members know and understand their roles and take an active part in this well-supported community provision. Their assistance has played an important part in the improvements made since the last inspection.
- Parents speak highly of the setting. In particular they are pleased with the progress their child has made.

It is not yet outstanding because:

- Staff do not have enough regard for ensuring children can hear words and rhymes, for example, because sometimes levels of noise are too loud.
- The outside area is not safe for children to use because of a number of hazards such as broken wood and nettles. Staff do not let children use this area but have not yet taken steps to make it safe.

What the setting needs to do to improve further

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

- provide more opportunities for children to hear rhymes and how words are made up, to tell the difference between sounds and how to say them
- improve the outdoor area to provide a range of safe and high quality learning opportunities for children who prefer to play outside.

Inspection activities

- The inspector observed the quality of teaching and its impact on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and two members of the committee.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including staff suitability checks, self-evaluation documents, observations, assessments, planning records, and documentation linked to checking children's progress.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

Linda Williamson

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection the manager and staff have made considerable changes, which have improved the quality of the provision. The manager has developed the monitoring of staff's performance. They now receive effective feedback and identify suitable training opportunities to further enhance their teaching. The manager has developed systems to ensure she regularly monitors and tracks all children's learning. These are used well to make improvements. For example, activities are now frequently changed and subsequent observations show increased levels of interest, concentration and engagement by all children. The manager puts interventions in place where any gaps in development are identified. Safeguarding is effective. Staff understand their responsibility to keep children safe and know what to do should they have a concern about a child in their care.

Quality of teaching, learning and assessment is good

Staff regularly observe the children. They have an accurate view of what children know, can do and what they need to do next. All children make good progress. Staff ask relevant questions which helps children to think about what they are doing and work out how to solve problems. For example, children learn about how flowers and roots grow from bulbs, as they excitedly fill their little pot with compost. Older children are confident to talk about their ideas, but sometimes the noise in the hall is too loud to promote effective language development for younger children. Children are not able to use the outside area. The manager has already secured charity funding and, together with parents, she is in the process of planning required improvements. However, children still have plenty of opportunity to enjoy the outdoors through regular outings. They go to local places of interest, for example, and as a result learn how to safely use and enjoy public transport.

Personal development, behaviour and welfare are good

Staff warmly greet children on arrival. There are happy, positive relationships between staff and children and their families. Children learn good social skills as they sit together with staff at meal times. Staff encourage good eating habits by presenting food from packed lunches in two courses, for example sandwiches are served first on plates. Staff routinely praise children for their efforts and achievements, which helps to boost their self-esteem. Staff use consistent and age-appropriate ways to teach children how to improve their behaviour. Children develop strategies to manage their own feelings. For example, they recognise when they need some personal space and choose to sit in the pre-school's pop-up tent to rest or calm down. As a result behaviour is generally good. Parents speak positively about the changes they have seen in their child's willingness to co-operate as a result of these strategies.

Outcomes for children are good

Children develop good skills to prepare them well for the next stage in their learning. For example, older children listen to and follow instructions, they readily help to tidy away the resources in the correct boxes. They count regularly and confidently practise writing in their imaginative role play. Younger children listen to stories and answer questions about what is happening and why.

Setting details

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|--|---|
| Unique reference number | 509172 |
| Local authority | North Somerset |
| Inspection number | 1086779 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 24 |
| Number of children on roll | 7 |
| Name of registered person | St Anne's Playgroup and Toddler Group Committee |
| Registered person unique reference number | RP519865 |
| Date of previous inspection | 13 October 2016 |
| Telephone number | 01934 876 391 |

St Anne's Pre-School Playgroup is run by a voluntary committee. It opened in 1992 and operates from the community hall in the village of Hewish, near Weston-Super-Mare, North Somerset. The setting is open on Wednesday and Thursday from 9am until 2.15pm, during school term times only. The setting is currently not in receipt of funding from the Local Authority. There are two members of staff, both hold relevant qualifications.

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