

# Churchinford Pre-School

Churchinford, Taunton, Somerset, TA3 7RG



## Inspection date

Previous inspection date

8 May 2017

30 June 2015

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

- Management and staff are committed to making ongoing improvements to support good quality outcomes for children. Good self-evaluation helps the management team to prioritise areas that have the most benefit on children's learning. The manager monitors the impact well. For example, improving outdoor learning has particularly encouraged boys to use their number and calculation skills.
- Children are confident and have good self-esteem. They quickly settle into the setting and develop warm and affectionate relationships with staff. Their good behaviour shows they feel emotionally secure.
- Children make good progress relative to their starting points. Staff make good observations and assessments of children. The manager uses these well to identify and address any gaps in learning for individuals and groups of children.
- Children who have special educational needs and/or disabilities receive good support. Staff work closely with parents and other professionals to plan a consistent, shared approach to encourage children's learning and ongoing progress.

### It is not yet outstanding because:

- Staff do not use available resources effectively to plan activities that provide challenge for older children as they learn to use technology.
- Systems to encourage parents to share information about their children's learning at home are not fully effective.

## What the setting needs to do to improve further

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

- develop activities that challenge and help older children more to learn how to use technology
- encourage parents to provide more information about their children's achievements at home.

### Inspection activities

- The inspector observed staff and children engaged in learning activities indoors and outdoors.
- The inspector reviewed systems to assess children's progress and evaluate the effectiveness of the learning provision.
- The inspector and the manager conducted a joint observation of learning activities.
- The inspector spoke to committee members, the manager and staff team, parents and children.
- The inspector reviewed required documentation, including safeguarding and child protection procedures, and assessed staff's knowledge of how to implement these effectively.

### Inspector

Julie Neal

## Inspection findings

### Effectiveness of the leadership and management is good

Leadership and management provide staff with good support and encouragement to develop their knowledge, in order to further improve learning opportunities for children. The manager monitors the success of implementing new staff skills through the positive improvements in children's learning. For example, children's physical coordination has improved following staff training in developing activities and daily routines that encourage them to exercise. Children enjoy exercise routines that build their body strength and physical coordination. Safeguarding is effective. The manager and staff have good understanding of local procedures to safeguard children and they know what to do to help protect children from harm if they have concerns.

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

Staff use their observations and assessments well to plan activities that, overall, provide good levels of challenge to children of all ages. For example, older children's letter and number recognition is very good. Staff extend this well, encouraging children to use their knowledge of number and time, and their good writing skills to work out the date and write this on their work. Staff use topics well to extend and develop children's learning. For example, to help develop children's awareness of keeping healthy, they introduce a variety of unusual fruits and vegetables at snack times. Children talk about where fruits, such as Sharon fruit, come from and staff use these opportunities well to extend their knowledge of the wider world. For example, learning about the different continents and countries.

### Personal development, behaviour and welfare are good

Children are well behaved. Older children are kind to their younger friends and encourage them to join in their games. For example, they show toddlers how to use rollers and paint to join them in making patterns together. Children's safety awareness is good. For example, they thoroughly enjoy taking responsibility and helping with tasks, such as tidying the flower beds. They use gardening tools, such as rakes, with a clear understanding that if not used carefully these can be a hazard, and they make sure they put them away when they have finished.

### Outcomes for children are good

All children acquire good skills to prepare them for their next stage in learning, including going to school. Toddlers and younger children have good opportunities to mix with older ones and confidently join in group activities. Overall, children are achieving or exceeding expectations at the time of their progress check when they are two years old. They continue to sustain this good level of achievement and by the time they go to school, they are independent and socially confident with good communication skills.

## Setting details

<b>Unique reference number</b>	EY254465
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1091642
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Churchinford Pre-School Committee
<b>Registered person unique reference number</b>	RP903122
<b>Date of previous inspection</b>	30 June 2015
<b>Telephone number</b>	01823 601309

Churchinford Pre-School registered in 2003. It is situated in the village of Churchinford, near Taunton, Somerset. The setting is open from 9am to 3pm Monday to Thursday, during term time only. The setting receives free early education funding for two, three and four-year-old children. There are four members of staff working with the children, three of whom have early years qualifications. The manager holds early years professional status, one member of staff has an appropriate level 3 qualification, and another a level 2 qualification.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

