

# Barton St David Preschool

The Village Hall, Barton St David, Somerton, Somerset, TA11 6BS



## Inspection date

Previous inspection date

9 May 2017

30 April 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

- Effective partnerships with parents and other early years providers support staff well to meet children's individual needs. They work together consistently, sharing important information about children's development and care.
- Children have good, secure emotional attachments to staff, so they settle quickly and become confident learners.
- Staff work effectively as a team and provide good role models for children. Children behave well. They listen and respond well to each other and have strong relationships.
- The provider monitors the setting effectively and identifies the most significant actions for continuous improvements. For example, the provider carried out a recent safeguarding audit. As a result, they have updated their policies and booked staff on to training to extend their existing knowledge of the prevent duty, to safeguard children further.
- Staff make good observations of children's development and get to know what interests them. They use this information successfully to plan challenging activities, in which children engage fully. All children make good progress from their starting points.

### It is not yet outstanding because:

- Staff do not consistently give children enough time to think of ways to solve problems for themselves before they give them the answer.
- Staff miss some opportunities to encourage children to make predictions and find out if they are correct.

## What the setting needs to do to improve further

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

- provide children with enough time to think about problems and work out solutions, to extend their understanding of the world further
- help children further to make predictions and test their ideas to develop their understanding of the world further.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector held a meeting with the chairperson and manager and carried out a joint observation with the manager.
- The inspector spoke with children, staff and parents and took account of the provider's self-evaluation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

### Inspector

Elaine Douglas

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good knowledge of their responsibilities and know the procedures to follow to protect children from harm. The manager works directly with the small staff team. She observes the quality of teaching well and provides good support to improve outcomes for children. For example, she helps staff see that using resources will engage children even more in stories. The provider is in the process of formalising the supervision of staff to be more consistent in identifying their professional development. The manager monitors children's overall development well. She identifies any gaps in their learning to ensure they catch up. The special educational needs coordinator works closely with outside agencies, parents and staff to ensure children who have special educational needs and/or disabilities make as much progress as they can.

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

Staff provide good support for children's language and communication skills, which underpin all their learning. For example, staff engage children in a discussion about pigs and they comment how some are wild and live in the woods, instead of on a farm. Staff help children well to take turns, so they listen to each other and respond appropriately. Staff think of imaginative ways to help children learn through their own interests. For example, they use boys' obsession with dinosaurs to encourage them to make marks and use water and brushes to practise writing and draw shapes. Staff successfully help children to recall past learning. For example, children remember planting seeds and notice how much their sunflowers have grown, recalling who had the longest bean.

### Personal development, behaviour and welfare are good

Children arrive happy. They eagerly talk to staff and engage in the activities. Staff provide good support for children to become independent. For example, since their last inspection, children manage age-appropriate tasks, such as peeling their own fruit and pouring from jugs to help themselves to drinking water. Children gain a good awareness of keeping healthy. They understand the importance of eating healthy food and undertaking effective hygiene practices and exercise. Staff ensure all children are included. Children develop a positive awareness of their similarities and people's differences.

### Outcomes for children are good

Children develop good skills that prepare them well for school. They are inquisitive, ask questions and explore to find out what they want to know. For example, they learn how a magnet is attracted to some things and not others. Children have good opportunities to develop their literacy and mathematical skills. Older children understand what teachers will expect of them when they go to school. For example, they know to sit cross-legged on the mat so that they do not accidentally kick anyone and to put their hand up to speak.

## Setting details

<b>Unique reference number</b>	143098
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1089657
<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 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Barton St David Pre-School Committee
<b>Registered person unique reference number</b>	RP522350
<b>Date of previous inspection</b>	30 April 2015
<b>Telephone number</b>	07754552235

Barton St David Preschool registered in 1992. It is run by a committee and operates in Barton St David, Somerset. The pre-school is open during school term time from 9am to 1pm on Monday, Wednesday and Friday, and from 9am to 2.30pm on Tuesday and Thursday. The pre-school receives funding to provide free early education for children aged two, three and four years. There are four members of staff. Of these, three staff hold an early years qualification at level 3 and one member of staff has a qualification at level 2.

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Piccadilly Gate  
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