

# Pawlett Pre-School

The Methodist Chapel, Chapel Road, Pawlett, Bridgwater, Somerset, TA6 4SH



## Inspection date

15 May 2017

Previous inspection date

6 May 2015

| The quality and standards of the early years provision | This inspection:     | Requires improvement | 3 |
|--|----------------------|----------------------|---|
|  | Previous inspection: | Good                 | 2 |
| Effectiveness of the leadership and management         |                      | Requires improvement | 3 |
| Quality of teaching, learning and assessment           |                      | Good                 | 2 |
| Personal development, behaviour and welfare            |                      | Requires improvement | 3 |
| Outcomes for children                                  |                      | Good                 | 2 |

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Leaders have not monitored the implementation of the medication policy effectively. Staff do not gain written, prior consent from parents to administer each medication and do not record consistently all required information, including last dose, name of medication and time administered, to maintain children's welfare.
- On occasion, craft activities do not encourage children to create imaginatively and explore their own ideas.
- The manager does not always share or request information from other settings children attend to maintain a consistent approach to children's learning and development.

### It has the following strengths

- Children are confident communicators. They engage well in conversations, assertively ask and respond to questions and listen well to instructions. For example, they talk animatedly about their home experiences and follow instructions competently to reduce the volume levels on the computer.
- Children behave well, are polite and build strong friendships. Staff use consistent daily routines, encouragement and praise effectively, to help children gain high self-esteem.
- Well planned, exciting activities and effective assessment arrangements help children make good progress from their starting points.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

### Due Date

- |   |            |
|---|------------|
| ■ obtain written permission from parents to administer each medication to children and keep a written record of the details of each administration, to ensure children's welfare. | 31/05/2017 |
|---|------------|

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

- provide more opportunities for children to explore imaginatively in their creative activities
- extend partnerships with other early years settings children attend, to work more consistently to provide continuity in children's care, learning and development.

## Inspection activities

- The inspector observed staff's interactions and spoke with them about children's learning while children played inside and outside.
- The inspector completed a joint observation with the manager.
- The inspector held discussions with the nominated person, manager, staff and children.
- The inspector sampled documentation, including the written views of parents, the setting's self-evaluation and children's assessment records.

## Inspector

Rachael Williams

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Overall, staff implement policies and procedures appropriately. However, medication procedures are not robust enough to ensure staff obtain prior written consent from parents each time they administer medication and they do not always record details of the medicines they give. The committee, manager and staff have a good understanding of the procedures to follow should they have a concern about a child. Detailed recruitment and induction procedures help ensure the ongoing suitability of staff. The manager supports staff well to update their professional skills, for example, to achieve higher early years qualifications. Staff encourage parents to share information about their children's learning. The manager monitors children's progress effectively and takes prompt action to minimise any gaps in learning. The manager uses self-evaluation well to make improvements that focus on children's learning and the quality of teaching.

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

Staff use their training well to help children in their early literacy skills. For example, they use group activities effectively to help children listen closely to different sounds. Children delight in extending this activity to make their own instruments. They listen carefully to instructions and staff give them every opportunity to explore the materials on offer before making decisions about which to use. Staff question children well at snack time. For example, children respond well to mathematical questions and think about quantities and compare sizes of groups.

### Personal development, behaviour and welfare require improvement

The system for administering medication does not fully support children's well-being. Staff provide clear explanations to help children learn about safety, for example, why they should not put knives in their mouths. Children behave well and play cooperatively. For example, they use sand timers effectively to share popular resources. Staff help children learn about their emotions so they have a better understanding of how they feel. For example, children talk about how they are happy and excited to go to the park after pre-school with their friends. Staff work closely with parents to maintain consistent routines and care practices.

### Outcomes for children are good

Children are motivated learners, who concentrate and listen attentively to staff. They are confident communicators. For example, they expand their role play effectively, talking about healthy foods and exploring their preferences. Children play nicely together and learn to resolve conflicts for themselves. Children develop good independence, for example, they pour drinks and spread toppings on their crackers. They are helpful and thoroughly enjoy the responsibility of laying the tables for snack.

## Setting details

|  |                              |
|--|------------------------------|
| <b>Unique reference number</b>                   | 142933                       |
| <b>Local authority</b>                           | Somerset                     |
| <b>Inspection number</b>                         | 1089645                      |
| <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 - 5                        |
| <b>Total number of places</b>                    | 24                           |
| <b>Number of children on roll</b>                | 15                           |
| <b>Name of registered person</b>                 | Pawlett Pre-School Committee |
| <b>Registered person unique reference number</b> | RP908455                     |
| <b>Date of previous inspection</b>               | 6 May 2015                   |
| <b>Telephone number</b>                          | 07949 307931                 |

Pawlett Pre-School registered in 1992 and is committee run. It operates in the village of Pawlett, near Bridgwater, Somerset. The pre-school is open from 9.15am to 3pm on Monday, Tuesday, Wednesday and Friday, term time only. The pre-school receives funding for free early education for two-, three- and four-year-old children. There are three members of staff, two of whom hold early years qualification at level 3.

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