

Castle Batch Community Pre-School Limited



Worle Baptist Church, 43 Rawlins Avenue, Weston-Super-Mare, North Somerset,
BS22 7FN

Inspection date	15 May 2017
Previous inspection date	2 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

- The manager and staff are committed to developing their strong teaching skills and maintaining good outcomes for children. For example, they use their training on storytelling effectively to support children's language development and literacy skills.
- The manager and staff use their wealth of experience and knowledge to plan a wide range of interesting educational activities. Staff use their regular observations and assessments well to tailor group activities to children's individual needs. Children make good progress in their learning, given their starting points.
- Children behave well. The manager and staff use their strong knowledge of children's individual emotional and behavioural needs to support their social development well. For example, they use consistent strategies to help children to take turns and to understand each other's feelings.
- Partnerships with local schools are good. For example, staff work closely with teachers to provide strong support for children as they prepare for the move to school.

It is not yet outstanding because:

- Staff are not always successful at gaining detailed information about children's ongoing learning from all parents, to support them in their planning.
- Occasionally, adults do not provide enough opportunities to support children's developing reasoning skills. They are too quick to provide solutions for them.

What the setting needs to do to improve further

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

- strengthen partnerships with parents to encourage further sharing of information about children's learning and development
- help children to find different ways of solving challenges.

Inspection activities

- The inspector assessed the quality of teaching and the impact this has on children's learning and development, during activities throughout the setting.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector sampled documentation, including staff supervision records and suitability checks, children's records, and policies and procedures.
- The inspector took into account the views of parents spoken to during the inspection.

Inspector

Sarah Peacock

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have good awareness of the signs that could indicate that a child is at risk of harm. They know the procedures to follow if they have concerns about a child's welfare. The manager follows robust recruitment and ongoing vetting procedures to help to ensure staff are suitable to work with children. She monitors the quality of teaching well and provides high-quality support to staff to develop their practice. For example, the manager uses regular supervisory sessions and appraisals to further staff's professional development. The manager monitors children's progress closely and she is very efficient in securing specialist help from other professionals to support children's learning. The manager and staff use effective systems to evaluate and improve the quality of their provision. For example, they have developed ways to support children in channelling their energy constructively, such as during football coaching.

Quality of teaching, learning and assessment is good

Staff use small-group time very effectively to help children to take the next steps in their learning. For example, younger children learn to concentrate for longer and take turns as they become engrossed in a memory game. Children benefit from plenty of opportunities to develop their good communication skills. They listen carefully to stories and act them out, and staff encourage them to talk about recent events. Staff support children's mathematical development well. For example, children join in enthusiastically with counting songs and older children attempt simple addition sums. The manager provides exciting opportunities for children to find out about the world around them. For example, children were fascinated when listening to visiting police officers.

Personal development, behaviour and welfare are good

Children form close emotional attachments to their key person. They arrive at the setting happy, confident to join in and ready to learn. The manager and staff are extremely good role models for children. For example, they are polite, kind and treat children and each other with respect. The manager and staff organise the learning environment well. Children enjoy learning outdoors in the fresh air. For example, they climb trees and play harmoniously together in the mud kitchen. Staff provide enjoyable activities for children to learn about their own and others' cultural backgrounds.

Outcomes for children are good

Children develop good skills to support their future learning. They develop strong muscles in their hands in preparation for early writing through daily activities, such as threading, rolling dough and using tweezers. Children are confident in their abilities and they show determination in carrying out small tasks for themselves, such as pouring milk and clearing away their plates.

Setting details

Unique reference number	EY419800
Local authority	North Somerset
Inspection number	1094601
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	48
Name of registered person	Castle Batch Community Pre-School Limited
Registered person unique reference number	RP530272
Date of previous inspection	2 June 2015
Telephone number	07814770319

Castle Batch Community Pre-School registered in 2010. The pre-school is open from 9am until 3.30pm on Mondays, Wednesdays, Thursdays and Fridays and from 12.30pm until 3.30pm on Tuesdays, during term times. There are six members of staff. The manager holds a qualification at level 6, four hold qualifications at level 3 and one member of staff is unqualified. The pre-school receives early education for children aged three and four years old.

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