

Sturminster Marshall Pre-School



Sturminster Marshall Pre School, Rear of 78a High Street, Sturminster Marshall, Wimborne, Dorset, BH21 4AY

Inspection date 17 May 2017
Previous inspection date 21 May 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

- Children enjoy their learning and make good progress. The manager and staff monitor the progress of individual and groups of children well. They quickly identify any gaps in learning and link closely with parents and other professionals to provide good support.
- Children behave well and develop good relationships. They are keen to help each other and remember to use 'kind hands' when playing with their friends.
- Partnerships with parents are strong and help to ensure consistency for children. Parents have constant access to children's online development records and regularly share information with their child's key person.
- Management and staff work co-operatively to reflect on and improve the outcomes for children. Actions plans include feedback from staff, parents, school staff and children. This helps to target and address areas for improvement well.
- Children receive good support in their language and literacy skills. Staff engage children well in discussions and teach them how to use simple signs to enable them to communicate in other ways.

It is not yet outstanding because:

- Staff do not consistently provide the highest levels of challenge for more able children during large group activities.
- Activities and resources do not fully reflect the diverse backgrounds and experiences of children attending, including the languages that they hear and learn at home.

What the setting needs to do to improve further

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

- give more consideration to the learning needs of more able children when planning and providing large group activities to help ensure these activities support and challenge them to the highest levels
- provide a wider range of activities and experiences to help children learn to understand and respect diversity in their own communities and in the wider world.

Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector completed a joint observation and held meetings at an appropriate time with the managers and nominated person.
- The inspector looked at children's assessment records and sampled welfare records.
- The inspector checked evidence of staff suitability and qualifications of staff working with children, and reviewed the provider's self-evaluation document.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection, and engaged in discussions with staff and children at appropriate times.

Inspector

Samantha Powis

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff attend training and have a good knowledge of how to recognise child protection concerns. They fully understand the actions to take to help to keep children safe. Staff recruitment procedures are thorough to ensure that completed checks help ensure staff's ongoing suitability. The management team provides strong leadership for the dedicated staff team who work closely together to continually improve children's experiences. The manager monitors staff practice well, and provides frequent training and guidance to improve the quality of teaching. Staff provide children with many more opportunities to practise early writing to help improve their literacy skills. This was raised as a recommendation at the last inspection.

Quality of teaching, learning and assessment is good

Staff have a secure understanding of all children's interests and learning needs, and provide good support as children engage in their activities. The very well-resourced play areas help to motivate children's interests. Children freely make choices in how and where they play, enabling them to follow their own ideas. Staff engage in discussions with children, modelling language and posing questions well, to extend their skills. For example, staff challenge children's language and mathematical skills during block play. They encourage children to think about the structure that they want to build and consider the best ways to make it.

Personal development, behaviour and welfare are good

Children are kind and helpful. Staff act as good role models and remind children about the 'Golden Rules'. Children demonstrate their understanding of boundaries and expectations well. They learn to take turns, such as when they use their 'Thinking Thumbs' to show that they want to contribute to a discussion. Staff support children's independence and social skills well. For example, children are relaxed and listen to each other as they talk to their friends and staff around the lunch table. Staff reinforce positive messages about healthy eating, helping children to learn about the foods that are good for them. Staff provide a safe and secure environment, and involve children in helping to monitor safety to increase their awareness of safe practices.

Outcomes for children are good

Children acquire the skills that prepare them well for the next stage of their learning. Children who are due to move into school benefit from many visits to their new classrooms. They take part in activities, such as physical education, preparing them well for these new experiences. Children have confident language and literacy skills. They listen well, and recognise and use some letters and words in their play, such as when they use their name card to help them write their name on their pictures.

Setting details

Unique reference number	144318
Local authority	Dorset
Inspection number	1089682
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	32
Number of children on roll	36
Name of registered person	Sturminster Marshall Preschool Committee
Registered person unique reference number	RP905256
Date of previous inspection	21 May 2015
Telephone number	01258 858 395

Sturminster Marshall Pre-School established in 1973 and registered in 1993. It has exclusive use of a classroom and outdoor area within the grounds of Sturminster Marshall First School. The pre-school is open during school term times, from 9am to 3pm each weekday, except for a Monday, when they offer a morning session only. Funding for early education is available for two-, three- and four-year-old children. The pre-school employs six staff to work directly with children. The manager is a qualified early years teacher, and four staff hold early years qualifications at level 3.

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