

Tatworth Pre School

Memorial Hall, Kents Lane, Tatworth, Somerset, TA20 2QW



Inspection date	8 June 2017
Previous inspection date	19 March 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 works very closely in partnership with agencies to safeguard children. She uses her training highly effectively to benchmark concerns, record information confidentially and follow rigorous procedures.
- The leadership team uses good arrangements to monitor staff's performance and develop their teaching skills. For example, recent 'superhero in play' training has helped staff redirect children's play and encourage their safety during action-orientated play.
- Staff assess children's progress efficiently, identifying their next steps in learning effectively. Children make good progress from their starting points.
- The key-person system works well. Children form strong bonds with familiar adults, who meet their care needs effectively. Children play well together, take turns and share resources well, developing good social skills.
- Parents are actively involved in their children's learning and receive good information about their children's achievements, which is an improvement since the last inspection.

It is not yet outstanding because:

- Staff do not always plan group activities effectively, in particular, to support children with their early reading and writing more.
- At times, staff do not encourage children fully to think critically and share their ideas, as they are too quick to solve problems or answer questions for the children.

What the setting needs to do to improve further

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

- review the planning of group activities to provide age-appropriate opportunities to support children's early reading and writing skills
- provide children with more time to respond to questions, solve problems and develop their thinking skills.

Inspection activities

- The inspector observed staff's interactions and discussed children's learning as children played inside and outside.
- The inspector completed a joint observation with the manager.
- The inspector spoke with the manager, staff, parents and children at convenient times during the inspection.
- The inspector sampled documentation, including the setting's policies and procedures, children's assessment records and the setting's self-evaluation.

Inspector

Rachael Williams

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of their responsibilities to report any concerns about a child. There are effective recruitment and induction arrangements to ensure the suitability of staff. Staff engage well in training, research and professional meetings to improve their skills. Leaders and managers evaluate the provision effectively and have a good understanding of how to improve outcomes for children. The manager monitors the consistency and accuracy of assessment records well and tracks children's progress efficiently. There are effective partnerships with professionals, agencies and other early years settings to maintain a consistent approach to children's care, learning and development.

Quality of teaching, learning and assessment is good

Staff take time to get to know the children, for example, gaining valuable information from parents when children first start, to support the planning process. This is particularly evident in the specific support given to children who have special educational needs and/or disabilities. There is a good balance of experiences across the areas of learning. Children listen well and move in different ways as they respond to instructions, such as 'slithering like a snake'. Staff support children well to gain good communication and language skills. For example, they encourage children to use their 'wands' to repeat magic words when reading a story.

Personal development, behaviour and welfare are good

Children happily enter a warm and inviting setting, which has a good range of resources to meet their needs and interests. Children are helpful and negotiate their play well. For example, they take turns to draw around each other's feet and compare size. They show concern for each other and praise each other's achievements. Staff are respectful of children's play. For example, they ensure that children are able to return to their chosen activities after daily routines, such as 'wake and shake' time, which are enthusiastically completed. Children follow good hygienic practices, such as 'catching a cough' and washing hands after they have blown their nose.

Outcomes for children are good

Children develop effective skills to prepare them well for their next stage in learning and eventual move to school. Children show good coordination and persevere in tasks. For example, they use battery-operated screwdrivers well, demonstrating a good understanding of how things work. Children gain good independence, for example, pouring their own drinks and getting ready for wet weather outdoor play. Children investigate well. For example, they use varied tools, such as pipettes and scoops, to transfer water, using a range of movements.

Setting details

Unique reference number	142960
Local authority	Somerset
Inspection number	1089649
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	50
Name of registered person	Tatworth Pre-School Committee
Registered person unique reference number	RP904756
Date of previous inspection	19 March 2015
Telephone number	01460 220797

Tatworth Pre School registered in 2010. It operates from purpose-built accommodation in Tatworth, Somerset. It opens five days a week from 8.45am until 3pm, during school term time. The setting receives funding for the provision of free early education for two-, three- and four-year-old children. The voluntary committee employs a manager, who holds an early years qualification at level 3. She is supported by six members of staff. Of these, one holds early years professional status and four hold early years qualifications at level 3.

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