

# Minety Pre-School CIC

Minety Church Of England Primary School, Sawyers Hill, Malmesbury, SN16 9QL



<b>Inspection date</b>	28 June 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Caring staff form secure and warm relationships with children, and this supports their emotional needs well. Children are very happy, confident and keen to explore.
- Leaders monitor children's overall development effectively. They identify any gaps in learning to ensure children catch up quickly. All children make good progress from their starting points.
- There are strong partnerships with the host school. For example, staff share important information about children's development and care, and take children to visit the Reception teachers regularly to play and listen to stories.
- Staff work effectively as a team and are very good role models for children. Children are well behaved, considerate and learn to respect other people's ideas and views.
- Leaders monitor the setting well. They identify areas for improvement and support staff in their personal development to improve outcomes for children. For example, staff training to support the development of children's speech, language and communication has boosted children's language and listening skills.

### It is not yet outstanding because:

- At times, staff are not fully effective in supporting younger children to develop their own play and ideas.
- Occasionally, staff miss opportunities to further involve parents in their children's learning from the outset.

## What the setting needs to do to improve further

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

- enhance teaching skills to enable staff to support younger children more effectively in pursuing their own ideas and following their own interests through their self-chosen activities
- build further on partnerships with parents to involve them in their children's learning from the very start to help children achieve the highest outcomes possible.

### Inspection activities

- The inspector observed staff interactions with the children in play activities indoors and outdoors, and on a walk to the host school to spend time in the reception class.
- The inspector had discussions with members of the senior management team about leadership and management, safeguarding, risk assessments and how they evaluate practice.
- The inspector had discussions with parents and took account of their views, along with written testimonials.
- The inspector looked at children's information, attendance records and development records, and talked to staff and children at appropriate times.
- The inspector carried out a joint observation with the manager.

### Inspector

Jan Harvey

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders are well qualified and experienced. They have a clear understanding of the learning and development requirements, and implement these effectively overall. They take care to ensure all adults working with the children have the required checks and are suitable. The pre-school team reflects critically on its practice and welcomes parents' views to help make improvements, such as providing more information about available funding for children. Safeguarding is effective. Leaders and staff have a good knowledge of their responsibilities and know the procedures to follow to protect children from harm. Staff work well with other professionals to benefit children, such as following the advice of teachers and speech and language therapists.

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

Teaching is consistently good. Staff use observations and assessments well to plan activities that, overall, provide good levels of challenge to children of all ages. Staff enthusiastically introduce activities to engage children's interest in learning. For example, children eagerly explore textures and materials as they design and decorate the inside of a pretend boat. They make marks, manipulate equipment and discuss ideas together, listening well to one another. Staff support children's interest in books well. For instance, they enjoy teaching the children yoga positions from a favourite book to help them build their body strength, physical coordination and good listening skills.

### Personal development, behaviour and welfare are good

Children enjoy lively physical exercise and fresh air to support their good health and well-being. For example, children of all ages use a variety of equipment in the garden to support their balance, coordination and large-muscle skills. Staff set consistent boundaries for children and increase their awareness of potential dangers. For instance, staff talk about road safety procedures as children walk to collect money from their plant sale in their pre-school shop nearby. Children understand why they must wear sun cream to protect their skin, and they remind each other to wash the germs from their hands when they have been playing outdoors.

### Outcomes for children are good

Older children develop very good skills in preparation for their next stage in learning and in readiness for school. For example, they are curious, ask questions and explore to find out how to solve problems, such as how to make seat belts to keep people safe in a model boat. Generally, all children have good opportunities to develop their literacy and mathematical skills. Younger children practise developing new skills, for instance, they learn to use descriptive language and how to cut with scissors.

## Setting details

<b>Unique reference number</b>	EY486065
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	1010498
<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>	1 - 4
<b>Total number of places</b>	31
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Minety Pre-School CIC
<b>Registered person unique reference number</b>	RP534328
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01666 860009

Minety Pre-School CIC re-registered in 2015. It is based in Malmesbury, Wiltshire. The pre-school operates from 9am to 3pm, Monday to Friday, term time only. There are eight staff who work with the children. Of these, one holds qualified teacher status, two hold a relevant early years qualification at level 4 and one holds a childcare qualification at level 3. The pre-school accepts children from the age of 18 months and receives funding for the provision of early years education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

