

# Shepton Beauchamp Pre-School



The Village Hall, Middle Street, Shepton Beauchamp, Ilminster, Somerset, TA19 0LE

<b>Inspection date</b>	28 June 2017
Previous inspection date	3 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Managers lead well and model good practice to staff. Regular planning meetings with the team ensure the environment and teaching meet the needs of the individual children.
- Staff prepare children well for school. Children leave pre-school feeling confident to go to school, following a well-planned induction process. Children attend the local primary school on a staggered induction that gets them used to their new environment and teacher, resulting in a smoother transition to school in September.
- The managers and staff share information about children's learning and development well with parents and other settings. They successfully use an online learning journey that links home with school life and pre-school.
- Staff monitor children's progress well. They identify gaps in children's learning and provide support to help close them promptly. All children make good progress with their learning.
- Children receive good support in their communication and language.

### It is not yet outstanding because:

- Staff miss opportunities to further support children's independence at mealtimes so they learn to do things for themselves.
- At times, staff do not warn children that they are going to pack away soon, meaning children's learning opportunities are shortened.

## What the setting needs to do to improve further

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

- support children more to promote their independence at mealtimes so they learn to do more things for themselves
- help children understand about changes to daily routines so they are able to fully explore and engage in their activities and bring them to a natural end on their own, before the next activity begins.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector held a meeting with the manager and spoke to staff, children and parents.
- The inspector sampled a range of documentation, including children's learning records and safeguarding procedures.
- The inspector observed children during activities and completed a follow-up discussion with the manager about children's learning and progress.

### Inspector

India Fear

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff have a good understanding of how to safeguard children from potential harm. Staff are clear about their roles and responsibilities to protect children. Staff know what to do if they have a concern about a child's welfare. Safeguarding is effective. The manager shares information with parents and other agencies well. For example, they use an online learning journal to record and share children's progress, which encourages parents to contribute to children's learning at home. The manager monitors staff closely and works in the playroom on a daily basis. The manager provides staff with feedback and supports them well to improve learning experiences for children. Self-evaluation is good and involves all staff. The managers include staff to reflect on their practice to identify ways to improve children's experiences. Well-trained and experienced staff ensure a good quality of teaching is reflected throughout the setting.

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

Staff meet children's individual needs well. Regular planning meetings ensure staff have input into the needs of the children. Staff use their observations of children well to support their planning. For example, for children due to attend school next term, staff provide physical education sessions that support children to change into and out of their sports kits. Staff encourage children well to develop their communication and language skills. For example, staff use interactive storytelling skills and sign language to bring the stories to life and encourage children to communicate. Staff revisit learning with children, for example, to remember the sounds of the animals from the story they just read. Children have good opportunities to be physically active. For example, they participate in sports day, walk to their local school for their inductions and have access to a large outdoor play space.

### Personal development, behaviour and welfare are good

An effective key-person system supports children well to feel confident and valued. Staff and parents share good information, which supports children well when they move on to school and in other changes of their life. Children's behaviour is good. Children engage in play with the support of interested, attentive staff, who regularly offer praise and encouragement. Children communicate in a respectful manner and are mindful of one another when participating in activities together. They resolve issues well to play and interact harmoniously.

### Outcomes for children are good

Children are confident and motivated learners who are well equipped for school. Children learn to share and take turns, and staff are good role models for them. Children make their own choices from a wide range of well-displayed and accessible resources, allowing children to be independent in their play. Children communicate clearly and socialise well with others. They receive good support from staff with their learning goals and future learning.

## Setting details

<b>Unique reference number</b>	142780
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1089632
<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>	16
<b>Name of registered person</b>	Shepton Beauchamp Playgroup Committee
<b>Registered person unique reference number</b>	RP910840
<b>Date of previous inspection</b>	3 February 2015
<b>Telephone number</b>	07765 437301

Shepton Beauchamp Pre-School is run by a parent committee. It registered in 1996. The pre-school runs during term time and for a couple of weeks during school holidays, according to demand. The pre-school opens on Monday, Tuesday and Wednesday from 9am to 3.30pm, on Thursday from 9am to 11.30am, and on Friday from 9am to 1.15pm. There are four members of staff. The manager and deputy hold an early years qualification at level 3, and two staff are working towards qualifications at level 3. The pre-school receives funding to provide free early education for two-, three- and four-year-old children. Staff have close links with the local primary school.

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