

Walton Under Fives Pre-School



Walton Village Hall, Meadow Lane, Walton, STREET, Somerset, BA16 9LA

Inspection date	13 July 2017
Previous inspection date	5 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Parent partnership is effective. Staff encourage parents well to share in their children's learning, for example, through regular written assessments, open afternoons, parents' evenings and fortnightly emails. Children receive good consistency.
- Overall, staff know how to adapt their teaching to support children's individual needs. For example, staff tailor their teaching methods when communicating with children of different abilities.
- Care practices are outstanding. All staff are highly skilled at providing a very secure environment where children play and learn safely. Staff make highly effective arrangements to support children's well-being. Children build excellent relationships, which very successfully promote their high confidence and independence.
- All staff have a good understanding of the early years curriculum and provide a wide range of stimulating activities. The manager reflects effectively on the quality of the provision to identify and address areas for development to drive improvement.
- Children benefit from an abundance of opportunities to develop their excellent physical skills and very confidently take care of their personal care and hygiene needs.

It is not yet outstanding because:

- The manager does not monitor staff practice as well as she could, to improve the consistency and quality of teaching even further.
- Staff do not have the opportunity to contribute fully to planning, and the links between children's learning and the experiences they provide are not consistently clear.

What the setting needs to do to improve further

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

- enhance the monitoring of staff practice further, to focus more sharply on identifying gaps in their teaching, so that all staff work to a consistently high level
- extend planning further to more accurately reflect the links between children's learning and the experiences provided, and enable all staff to contribute their ideas.

Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector completed a joint observation with the pre-school manager.
- The inspector observed activities and the quality of teaching within the pre-school.
- The inspector held discussions with the manager and staff.
- The inspector sampled a range of documentation, including safeguarding policies and procedures, documentation linked to tracking children's progress and staff records.

Inspector

Jacqui Lewis

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager and staff are up to date with safeguarding procedures and know how to keep children safe. The manager supports staff well through recently increased opportunities for supervision and is developing ways to improve their professional development. Staff support children well to explore equality and diversity through meaningful experiences. For example, children enjoy celebrating and replicating a local community music festival at the setting. Children learn about the wider community through books, resources, different languages and exploring concepts such as the 'same' and 'different', helping them to gain respect and acceptance of others.

Quality of teaching, learning and assessment is good

Staff are attentive and responsive, and they thoughtfully deploy themselves around the setting to support children's development. Staff have a secure understanding of the children, and their assessments of children's learning and progress are accurate. Staff support all children to develop good skills for future learning, from washing their hands independently to sounding out and writing their own name. For example, most-able children write their names on chalkboards outside while younger children trace over the marks with paintbrushes full of water. Staff help families well to support their children at home. For example, in toilet training and, where appropriate, to understand the impact of attending appointments with outside agencies. Staff value children's play and learning. They position resources carefully to maintain children's interest and enjoyment, and to enhance their learning. For example, they place sand next to the water, and play dough next to the home corner, for children to explore and use imaginatively.

Personal development, behaviour and welfare are outstanding

Children demonstrate exceptionally positive behaviour and very high levels of self-control, cooperation and respect for others. Staff promote children's behaviour highly effectively and all children understand and follow their expectations very well. For example, children frequently use sand timers to help them take turns. Older children sensitively explain this strategy to the younger children. Staff very sensitively listen and value children's opinions, and they encourage children to make choices to express their interests. Children show a great sense of achievement. For example, young children celebrate their discovery of woodlice in the digging area. Staff quickly ignite children's curiosity and wonder through exciting activities, such as exploring the life cycle of a butterfly. Parents report how quickly children settle into pre-school and revel in the activities on offer.

Outcomes for children are good

Children make good progress from their starting points, particularly children who have special educational needs and/or disabilities. Children make exceptional progress in their personal, social and emotional development. Young children learn to listen well. Older children develop good skills that prepare them well for the next stage in their learning through frequent school visits, for example. They learn to write their names and do things for themselves.

Setting details

Unique reference number	143024
Local authority	Somerset
Inspection number	1089653
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	34
Name of registered person	Walton Pre-School Group Committee
Registered person unique reference number	RP907475
Date of previous inspection	5 March 2015
Telephone number	07970443157

Walton Under Fives Pre-School registered in 1995 and is run by a committee of parents. It operates from the village hall in the rural village of Walton, close to Street, Somerset. The pre-school sessions run term time only from 9am until 1pm on Monday, from 9am until 3pm on Tuesday, and from 9am to 1pm on Thursday and Friday. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs five members of staff, of whom four hold early years qualifications at level 3 and one holds a qualification at level 2.

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