

# East Brent Preschool

East Brent Village Hall, East Brent, Highbridge, Somerset, TA9 4HZ



## Inspection date

13 July 2017

Previous inspection date

5 February 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

- Staff are enthusiastic and promote learning and development by following children's interests. They use detailed observations of children to identify the next steps in their learning and plan effectively to enable children to make good progress.
- Children benefit from being cared for by a professional, friendly and caring staff team that spends good-quality time supporting them in their activities. Children build strong relationships with staff. They are settled and happy, and grow in confidence.
- Partnerships with parents and other professionals are very good and ensure staff fully meet children's individual needs. Staff work closely with parents from the start to precisely outline children's starting points. Ongoing messages, daily chats and the regular sharing of assessments of children's learning mean that parents are very well informed.
- Children behave well. They respond to the staff's gentle reminders about the boundaries that are in place for safety and behaviour, and enthusiastically get involved in tidying away the activities.

### It is not yet outstanding because:

- Staff do not regularly plan opportunities for children to develop their early writing skills during their play, particularly in the outdoor area.
- The manager's self-evaluation systems do not consistently include all those involved in the pre-school, to more precisely drive ongoing improvements and further strengthen the quality of practice.

## What the setting needs to do to improve further

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

- provide children with more opportunities to practise their early writing as they play, particularly for those children who prefer learning outdoors
- enhance systems for self-evaluation to develop the involvement of staff and committee members further.

### Inspection activities

- The inspector observed activities in the main play room, the outside learning environment and conducted a joint observation with the manager.
- The inspector held a meeting with the pre-school manager and committee chairperson. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, and the pre-school's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the pre-school, evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents spoken to on the day and by reading a number of comments on questionnaires.

### Inspector

Rachel Howell

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are vigilant about children's safety and they understand the procedures to follow if they are concerned about a child's welfare. Vetting procedures for staff and any committee members are thorough. Ongoing supervision and appraisal of staff enable individual learning needs to be targeted and achieved. All staff are qualified and their professional development is encouraged. For example, the manager supports staff to complete further early years qualifications. Assessments of individual children's progress is scrutinised to identify any gaps in learning and the effectiveness of practice. The manager attends local meetings with other providers to keep up to date with good practice and abreast of recent changes to legislation.

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

Well-planned adult-led activities are enjoyable and promote learning well. Children are keen to prepare fresh fruit for their snack. Staff use probing questions to encourage children to think and develop their skills. For instance, children count out orange segments and discuss a whole and a half of a grape. They relish the opportunity to explore real-life resources as props to enhance their imaginary play. They eagerly visit the role-play shop and bring their shopping to staff and their friends around the pre-school. Children are confident to try new experiences. For example, they concentrate and persevere in using a real hammer to tap items into large fruit. Staff are close by to offer reassurance and assistance. Children show that they understand about managing risk and discuss that they must wear safety goggles and mind their fingers.

### Personal development, behaviour and welfare are good

Staff are calm and caring, and they act as positive role models. They use distraction, discussion and negotiation effectively to help children to manage their own behaviour and build relationships with each other. Staff support children to develop a healthy lifestyle and good self-care skills. Children choose when to have their snack, and prepare and serve their own food. Staff set up the playground well so that children are inspired to be active in the fresh air. They join in with children's exploration, extending their learning effectively. For example, children play bean bag games cooperatively, trying out their skills and becoming increasingly accurate. Children's mathematical skills develop as staff encourage them to explore early calculation, such as combining the amounts on two dice.

### Outcomes for children are good

Children make good progress and gain the skills they will need for their move on to school. They listen well and are eager to learn. They persist when they encounter difficulties and show very positive attitudes and dispositions. They count with confidence, describe size and capacity, and older children learn to estimate and calculate. Children's independence and sense of responsibility are developing well. They eagerly tidy away the toys at the end of the session. They discuss and follow safety procedures, such as using tools safely and putting on their sun cream and sun hats to go out to play.

## Setting details

<b>Unique reference number</b>	142929
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1089643
<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 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	East Brent Pre-School Committee
<b>Registered person unique reference number</b>	RP907428
<b>Date of previous inspection</b>	5 February 2015
<b>Telephone number</b>	07849 062 469

East Brent Preschool registered in 1992. It employs six members of childcare staff. Of these, all hold appropriate early years qualifications from level 2 to 6, including one who holds qualified teacher status. The pre-school opens on Monday to Thursday from 8.45am until 2.45pm, during school term time only. It also operates on a Friday, at a different premises, under a separate registration. The pre-school provides funded early education for two-, three- and four-year-old children.

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