

St. Mary's Pre-School

Holy Trinity Church, Lysander Road, Yeovil, Somerset, BA20 2BU



Inspection date 27 September 2017
Previous inspection date 20 October 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- Although suitable checks have been carried out for all staff and the committee, the provider has not made a record of Disclosure and Barring Service checks, as required.
- The provider has failed to appoint a named deputy to take charge in the absence of the acting manager, as required.
- The acting manager and staff do not effectively monitor the progress that different groups of children make, to target improvements and plan future learning opportunities to close any gaps more promptly.
- Although the acting manager accurately identifies areas for improvement, self-evaluation does not include the views of all parents to help raise outcomes for children.

It has the following strengths

- Children behave very well, readily taking turns and sharing resources with their friends. Children are considerate of others and respectful of the environment. They learn good manners and they respond well to instructions.
- Staff use what they have learned at training well to increase the quality of teaching. For example, they effectively help children to develop their listening skills and extend their understanding and vocabulary.
- Staff support children's physical development very well. Children have abundant opportunities to be physically active when they play outside in the fresh air. They run, balance and learn to ride bicycles and scooters successfully. Staff provide many opportunities for children to practise the physical skills needed for future writing.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ keep a record of the numbers and dates of the Disclosure and Barring Service checks obtained for all staff 	13/10/2017
<ul style="list-style-type: none"> ■ ensure there is a named deputy to take charge in the acting manager's absence. 	13/10/2017

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

- develop monitoring systems further to track the progress of different groups of children, to plan for their specific needs so that all children achieve the best possible outcomes
- strengthen self-evaluation systems to fully include the views of parents, to help raise the quality of the provision and improve outcomes for children further.

Inspection activities

- The inspector observed the interactions between staff and children indoors and outdoors.
- The inspector and the manager observed an activity together and discussed their findings.
- The inspector spoke to the manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at a range of relevant documentation, including policies and children's records.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Tracy Hughes

Inspection findings

Effectiveness of the leadership and management requires improvement

Following a recent period of upheaval, the provider has failed to appoint a deputy manager or to keep a record of the numbers and dates of the Disclosure and Barring Service checks for all staff, as required. However, this has had no immediate impact on children's learning or welfare because relevant checks have been obtained for all staff and senior staff are suitably qualified and experienced to take charge in the manager's absence. Safeguarding is effective. The acting manager and staff know what to do if they have concerns about children's welfare and safety. Robust recruitment procedures and ongoing supervisory systems ensure that staff are suitable to work with children. The acting manager and staff use information gained from parents and their observations of children well to track individual children's learning and to plan for their interests. Staff work well with other agencies, such as speech and language therapists, to support individual children.

Quality of teaching, learning and assessment is good

Staff provide a well-resourced and stimulating environment. They support children's understanding of the natural world particularly well. For instance, children are enthralled as they watch what happens when they pour water into containers with holes in them. Children learn new words, such as 'decay', and about the changing seasons when they collect leaves and acorns in the garden. Staff use every opportunity to develop children's counting skills, for example, as they count the legs on the spiders they find in the garden. Older children recognise their names and begin to write the letters that they contain.

Personal development, behaviour and welfare are good

Staff form warm relationships with children of all ages. They are well deployed to support younger children to settle and use a range of strategies successfully. For example, they provide close support and show them photographs of the daily routine, which helps them feel more secure. Older children manage their own physical needs well and develop an understanding of good hygiene routines, such as handwashing. Staff consistently praise children's attempts and successes, and provide many opportunities for them to make choices about their play. This helps children to become independent and self-confident.

Outcomes for children are good

Children make good progress from their starting points. They recognise colours, count confidently and describe size. For example, they place the leaves they have collected in order and confidently find the biggest one. Children are curious and interested in their learning and concentrate well. For instance, they are fascinated when they spend long periods observing spiders in their webs. The pre-school has good links with the local school, which helps children to feel confident and ready as they move to school.

Setting details

Unique reference number	143101
Local authority	Somerset
Inspection number	1070342
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	26
Number of children on roll	36
Name of registered person	St Marys Pre-School Committee
Registered person unique reference number	RP522351
Date of previous inspection	20 October 2014
Telephone number	07890 301624

St Mary's Pre-School registered in 1992. It operates from premises in Holy Trinity Community Centre in Yeovil, Somerset. The pre-school is open from 9am to 3pm on Monday, Tuesday and Thursday and from 9am until midday on Wednesday and Friday, during term time only. The setting also operates a limited pre-session activity from 8.30am until 9am. The pre-school receives funding to provide free early education for children aged two, three and four years. The committee employs six members of staff. All staff hold relevant early years qualifications from level 2 to level 4.

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