

# Cannington Pre-School

Brook Street, Cannington, Bridgwater, Somerset, TA5 2HP



<b>Inspection date</b>	31 October 2017
Previous inspection date	24 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

- Good self-evaluation helps the management committee and the manager to develop action plans that focus well on improving outcomes for children. For example, recent changes to the planning process have led to children being more involved in making decisions about what they do. This has helped to further develop their confidence.
- All children, including those who have special educational needs, make good progress, relative to their starting points. Staff use their observations of children very effectively to assess their ongoing progress. The manager's good systems of tracking help her to quickly identify any gaps in learning and take prompt action to address these.
- Children are happy, confident and well behaved. They show that they have good self-esteem and that they feel emotionally secure, through the strong relationships they build with staff, and their care and concern for each other.
- The key-person system is effective in helping children settle in, and in building supportive relationships with parents. Staff work closely with other professionals, including other early years settings children attend, and they share information well.

### It is not yet outstanding because:

- Staff have not been successful in encouraging all parents to share information about their children's achievements at home, to include in their assessments.
- Staff miss some opportunities to extend older children further, for example, during times when the whole group gathers together to talk about what they have been doing.

## What the setting needs to do to improve further

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

- develop a more-effective system of gaining information from parents about children's achievements at home, and show how these observations are included in the assessment and planning process
- make more-effective use of opportunities to encourage older children to reflect on and talk about their learning.

### Inspection activities

- The inspector had discussions with members of the committee, the manager, staff, parents and children.
- The inspector and the manager conducted a joint observation of an activity.
- The inspector sampled required documents and records, including safeguarding procedures, and talked to staff to assess their understanding of child protection.
- The inspector observed staff and children engaged in learning activities, inside and outside.
- The inspector reviewed the effectiveness of assessment and planning systems in helping children make progress in their learning.

### Inspector

Julie Neal

## Inspection findings

### Effectiveness of the leadership and management is good

The management committee and the manager provide staff with good support. They encourage them to continue to develop their knowledge and to make the most of training opportunities. The manager effectively monitors the impact of any changes on children's learning. For example, following recent training, staff have started to replace many of the plastic resources with 'real' objects, to help children understand how to handle these carefully. For instance, using crockery plates helps children to understand if they drop them, they are likely to break, so they learn about cause and effect. Safeguarding is effective. The manager and staff have a very good understanding of local procedures to safeguard children and protect them from harm, and follow these meticulously where they have concerns.

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

Staff use their good knowledge of children's interests to plan activities that challenge them well. They are particularly effective in encouraging children to use and build on their very good understanding of numbers and quantities. For example, at snack time, older children quickly identified that an apple cut in two has two halves. Staff developed this very well, teaching them to recognise and understand quarters and eighths. Staff encourage children to develop a love of books. For example, younger children used picture cards from a favourite story to re-tell it in their own words. When they were unsure what came next, staff helped them to refer back to the book so they could remember the sequence of events successfully.

### Personal development, behaviour and welfare are good

Children's safety awareness is very good. For example, they explain that staff take a first-aid kit and walkie-talkies outside so they can immediately respond to an accident and summon help. Children enjoy helping to peel and chop fruit for their snack, and they handle knives safely. They take care to ensure any scraps go into the food waste container, and older children talk about the importance of recycling. Children enjoy being active and they use their imaginations well. For example, they made jumps to ride the hobbyhorses over, then took their 'ponies' to have a drink because they were hot.

### Outcomes for children are good

Children learn different skills, which prepares them well for the next stage in their learning, including going to school. They are independent and take pride in managing tasks for themselves. For example, young children sometimes spill their drinks when pouring them. They calmly clear up and try again, refusing the offer of help from staff. Older children enjoy regular visits to the school, where they take part in activities with the Reception class. This helps them to become familiar with routines and expectations so they are confident about starting school.

## Setting details

<b>Unique reference number</b>	EY376214
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1093482
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Cannington Preschool Committee
<b>Registered person unique reference number</b>	RP905970
<b>Date of previous inspection</b>	24 February 2015
<b>Telephone number</b>	01278 652 720

Cannington Pre-School is run by a voluntary committee. It registered at its current location in 2008. The pre-school operates from the grounds of Cannington Primary School, Somerset. The pre-school is open each weekday during term time from 8am to 5.30pm. It also runs a holiday club for two days during the Easter holiday and for four weeks during the summer holiday, from 8am to 5.30pm. The pre-school receives funding to provide early education for two-, three- and four-year-old children. There are nine members of staff working with the children. The manager and another member of staff hold early years qualifications at level 5, five staff hold an early years qualification at level 3, and one member of staff is working towards an early years qualification at level 3. An administrator supports them.

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