

# Kilmingtong Pre-School

The Village Hall, Whitford Road, Kilmingtong, Axminster, Devon, EX13 7RG



<b>Inspection date</b>	12 January 2018
Previous inspection date	11 September 2014

<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

- Children settle quickly, behave well and have strong relationships with each other and staff. Staff show a genuine interest in the children when they express their excitement at their achievements, so they want to 'have a go' at new skills and keep trying.
- Staff provide good support for children to make predictions, test their ideas and find out if they are correct. For example, children estimated how many bricks they needed to build a tower higher than themselves and discovered they needed more than they originally thought.
- The good partnership with parents and outside agencies supports children effectively in their care and learning, particularly those who have special educational needs (SEN). All children make good progress from their starting points.
- Staff use their observations of children's achievements and interests well to plan challenging activities that motivate them to learn. For instance, children enthusiastically joined in with acting out a story about a girl and three bears before eagerly going off to make porridge.

### It is not yet outstanding because:

- Staff sometimes answer their own questions too quickly, not always giving children enough time to think and respond.
- Staff do not consistently seek thorough information on children's starting points from parents, to plan even more effectively as soon children start at the setting.
- Staff occasionally miss some opportunities to help older children link sounds and letters.

## What the setting needs to do to improve further

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

- give children enough time to think and respond to questions
- extend the information gained on children's starting points to plan even more effectively as soon as they start
- help older children to link sounds and letters, to support their literacy development further.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke with staff, children and parents and took account of the provider's self-evaluation.
- The inspector held a meeting with the chair of the committee and the manager, and carried out a joint observation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

### Inspector

Elaine Douglas

## Inspection findings

### Effectiveness of the leadership and management is good

The management team regularly reviews practice and sets targets to improve. For instance, it has developed the garden to meet children's individual preferred ways of learning. The manager has good systems to monitor children's development, identify gaps quickly and ensure children receive any additional support they need to catch up with their peers. The manager regularly reviews the quality of teaching and provides good support to ensure staff provide good outcomes for children. Through training and research, staff have extended their support for children's mathematical development. They have also developed their knowledge of supporting children in understanding that we all have different opinions. Safeguarding is effective. The manager and staff have a good understanding of their responsibilities and know how to keep children safe. They know what to do if children are at risk of harm.

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

Staff provide a good range of child-initiated and adult-led activities. They plan small-group experiences to focus on children's particular areas of development, such as speaking and listening skills. Staff engage young children in singing and older children in good discussions, linking them to their personal experiences, for example. Staff help children successfully to think how one thing can have an effect on another, such as noticing ice melts when put in their warm hands. Children confidently explained how their porridge would be hot when it came out of the microwave. When it was ready, they showed they were correct because of the steam. Staff support children effectively to experiment and think. For example, children thought that they needed the sun to make the marks they had made with water dry. Staff helped them to take a photograph to compare later and see if this theory was correct.

### Personal development, behaviour and welfare are good

Children are happy and enthusiastic learners. They use the good range of resources well and have good opportunities to do things for themselves and become independent. For instance, they buttered their own bread, poured their own drinks and helped to set up and clear away their snacks. Mealtimes are happy and sociable occasions. Staff help children to have good manners, help each other and share. Children develop a good understanding of how to keep themselves healthy. Staff provide good role models, such as drinking plenty of water. Children have good opportunities to be active, play outdoors and develop good coordination, such as balancing on small stilts.

### Outcomes for children are good

Children develop a positive attitude to learning, and acquire the confidence and skills they need ready to go to school. Older children recognise numerals, sort items into groups and know how to make scales balance. Children are creative and imaginative. For instance, young children explored glue and materials, describing them as feeling soft and squidgy. Children make independent choices and think of ways to solve problems. Children develop good self-care skills, managing their personal needs well. They gain a positive awareness of people's differences and their own similarities.

## Setting details

<b>Unique reference number</b>	105988
<b>Local authority</b>	Devon
<b>Inspection number</b>	1070065
<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>	3 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Kilmington Pre-School Committee
<b>Registered person unique reference number</b>	RP909608
<b>Date of previous inspection</b>	11 September 2014
<b>Telephone number</b>	07746 856 598

Kilmington Pre-School registered in 1992 and is run by a committee. It operates from the village hall in Kilmington, near Axminster, Devon. The pre-school is open Monday, Wednesday, Thursday and Friday during term time. Sessions run from 9am to 12.15pm. There is a lunch club on Monday and Wednesday until 1.15pm and on Friday until 1pm. The pre-school employs three members of staff to work directly with children, all of whom hold an early years qualification at level 3. The pre-school receives funding to provide free early education for children aged two, three and four years.

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