

Inspection date

28 February 2018

Previous inspection date

19 September 2014

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

- The manager and staff reflect well on their practice and seek parents' feedback to help them evaluate and identify actions for continuous improvements. For example, they have introduced more mathematical activities for children who prefer to learn outdoors.
- Staff make regular good observations of children's achievements and plan effectively for their individual next stages of development. Parents confirm that they receive good information to support their children's learning at home successfully.
- Since their last inspection, the manager has strengthened the key-person system so that children always have an adult who knows them well and can meet their needs. Children have secure emotional attachments, settle quickly and behave well.
- Children develop good skills that prepare them well for their next stage of development and school. They become independent in managing their self-care and confident in their language and communication skills.

It is not yet outstanding because:

- Although staff make good observations on children's starting points, they do not make full use of discussions with parents, to have a very thorough understanding of how to plan even more effectively as soon as children start at the nursery.
- Staff sometimes answer their own questions too quickly, not giving young children enough time to think and respond themselves.
- Staff miss some opportunities to enable children to develop their own ideas fully in adult-led activities.

What the setting needs to do to improve further

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

- extend the information gained from parents on children's starting points to plan even more accurately as soon as children start
- give children enough time to think and respond to questions
- help children to expand on their own ideas during adult-led activities.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke with staff, parents and children and took account of the provider's self-evaluation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector held a meeting with the manager and carried out a joint observation.
- 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

Safeguarding is effective. The manager and all staff keep up to date with legislation and guidance and know what to do to protect children from harm. There are good recruitment and induction procedures so that staff understand their roles and responsibilities. Staff forge good partnerships with other settings to work consistently to support children's welfare and learning. The manager monitors children's overall development well. She identifies any gaps or concerns and works closely with parents, ensuring children receive additional support to catch up. The manager and deputy support staff effectively to develop their skills and practice further. For example, through training staff have changed the book area and extended ways to engage boys in their literacy development. They now use recommendations from speech and language professionals to support all children in developing their communication skills.

Quality of teaching, learning and assessment is good

Staff plan challenging activities that children want to engage in. For example, children were eager to re-visit the whole-group story they had earlier in the day and recalled the order of events. Staff make good use of children's interests to motivate their learning. For instance, children used books about space, counted backwards to blast-off their rocket and practised their early writing skills as they recorded what they pretended they could see on the moon. Staff extended older children's knowledge as they discussed gravity. Staff role model the use of mathematical language and numbers, which children spontaneously use in their play. Staff use good questioning to help children think how they can complete a task and the resources they need.

Personal development, behaviour and welfare are good

Staff provide good support for children to consider how they are feeling and to discuss why. They help children to manage their own behaviour successfully and praise them for working together well. Children have positive relationships. Staff provide good support to give children the confidence to be independent. For instance, children tried putting on their own boots, coats and gloves; staff provided just enough help for them to succeed. Staff provide children with good support to learn about keeping themselves safe and healthy. For example, children commented on not running down the slope to the garden in case they tripped and knew they needed to wrap up warm in cold weather. Staff follow hygienic nappy changing procedures and children cooperate happily because staff interact well with them, providing reassurance.

Outcomes for children are good

All children make good progress from their starting points. Older children recognise their names and link sounds with letters. Children gain independence as they pour drinks, serve their own snack and take it back to their table. Children play imaginatively and enjoy creative activities. For example, they made pretend chocolate cakes from mud, hid treasure in the sand as pirates, and used a wide range of materials to make aliens. Children have good opportunities to decide where they prefer to learn, indoors or outdoors, to be active and develop their large-muscle skills.

Setting details

Unique reference number	142810
Local authority	Somerset
Inspection number	1070335
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	18
Number of children on roll	13
Name of registered person	St Dunstans Honeybees Committee
Registered person unique reference number	RP523093
Date of previous inspection	19 September 2014
Telephone number	0797 4078071

St Dunstan's Honeybees registered in 1996 and is run by a committee. It operates from Glastonbury, Somerset. The pre-school is open from Monday to Friday between 9am and 3pm during term time only. The group receives funding to provide free early education to children aged two, three and four years. There are four members of staff. Of these, two hold a qualification at level 3, one holds a qualification at level 4 and one has qualified teacher status.

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