

Nunney Pre-School

The Sharon Dobson Building, Catch Road, Nunney, Frome, Somerset, BA11 4NE



Inspection date

5 March 2018

Previous inspection date

20 January 2015

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		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Leaders do not fully understand their legal responsibilities. They have failed to ensure that all committee members follow the correct vetting procedures, and have not notified Ofsted of changes to the committee, so they can complete the necessary checks.
- Leaders do not monitor staff teaching or support them in their professional development as effectively as they could, to raise practice to a consistently good level. Staff do not always adapt activities well enough to challenge and engage all children in learning.
- Although leaders have development plans for the provision, these are not effective enough to outline and address all weaknesses in practice.

It has the following strengths

- Staff are friendly, caring and very attentive to what children say and do. Children are settled and happy, and thoroughly enjoy their time at the pre-school.
- Partnerships with parents are effective. Staff liaise closely with them and agencies, to work well together to ensure that children get the support they need.
- Children benefit from the close liaison between the pre-school and the host school. They are being appropriately prepared for their move on to school. For example, they become familiar with school routines and staff, and enjoy visits to the Reception class.
- Links with the community are strong. Parents are very positive about the regular trips children undertake with the staff. For example, children enjoy snacks with residents at the nearby care home, or at the café, and are inspired with visits to the local castle.

What the setting needs to do to improve further

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

- | | Due Date |
|---|-----------------|
| ■ provide Ofsted with information about all committee members, including an enhanced Disclosure and Barring Service check for each person, so that suitability checks can be completed. | 02/04/2018 |

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

- monitor and develop staff teaching skills to enhance the support children receive, to challenge and engage them all consistently in learning
- improve procedures for self-evaluation to ensure targets for improvement are based on rigorous monitoring of all aspects of practice.

Inspection activities

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

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders have not informed Ofsted of changes to the committee to ensure that they can undertake the necessary suitability checks for all members. These members have extended responsibilities and decision-making capabilities, particularly with the selection and recruitment of staff. However, there are procedures to ensure they do not work directly with children. Staff undertake daily checks of all areas to ensure that children play safely. They are vigilant about security measures and aware of how to report any safeguarding concerns. Safeguarding is effective. Leaders keep staff informed of legislation and guidance through training and regular staff meetings. Although, they evaluate the progress children make, they do not monitor staff teaching closely or outline targeted professional development, to ensure that children receive sufficient challenge in their learning. Additionally, self-evaluation has failed to identify weak aspects of practice.

Quality of teaching, learning and assessment requires improvement

Not all staff consistently focus on all available learning opportunities, particularly during adult-led activities. For instance, children enjoy creating a lunch display with food packets. They are encouraged to discuss colours and compare sizes. However, staff do not discuss healthy food choices or help older children recognise letters and develop their early literacy skills. At other times, staff do not adapt their support to engage and interest children well enough. Nonetheless, children enjoy their time in the pre-school. Staff set up the environment well, and this motivates children to explore. For example, they imaginatively create with natural materials outside, making dens and houses with their friends and acting out shop scenarios indoors. Staff praise and encourage them to discuss their plans and test out their ideas.

Personal development, behaviour and welfare require improvement

Weaknesses in the vetting process for management do not fully assure children's welfare. However, staff meet children's personal needs well. They patiently support children's understanding of boundaries and appropriate behaviour. This includes those who require additional support. Children learn to share and take turns. They begin to manage risks and follow boundaries for their safety, such as safely playing with sticks and branches. Children enjoy being active outdoors. Senior qualified staff inspire children's investigation well. They introduce enjoyable physical games that challenge children to develop their skills, such as to make snowballs and throw them onto or over objects.

Outcomes for children require improvement

Children make steady progress. However, they do not receive the consistent challenge they need in their learning to make good progress. For example, in their literacy, thinking and engagement in activities that interest them, meaning some children do not take part in all learning opportunities. Despite this, children gain some of the skills they will need for their move on to school. They enjoy being social and develop their communication and conversation skills well. They learn respect for others and gain independence and a sense of responsibility. For instance, they work cooperatively in a group, and enjoy sitting with staff and their friends at mealtimes, eagerly chatting about their weekend.

Setting details

Unique reference number	EY357967
Local authority	Somerset
Inspection number	1093103
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	22
Name of registered person	Nunney Pre-School Committee
Registered person unique reference number	RP907897
Date of previous inspection	20 January 2015
Telephone number	01373 836 353

Nunney Pre-School registered in 2007. The pre-school employs three members of childcare staff, two of whom hold appropriate early years qualifications at level 2 and level 5, and one with qualified teacher status. The pre-school opens Monday to Friday during school term time only, from 8.30am until 4pm, with their main session running from 8.45am until 2.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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