

Martock Pre-School

Martock Primary School, Elmleigh Road, MARTOCK, Somerset, TA12 6EF



Inspection date 20 March 2018
Previous inspection date 18 July 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager supports staff effectively in developing their skills and practice. The qualified staff team continues to attend training and evaluate its practice to ensure good outcomes for children. For example, staff have implemented challenging ways to increase children's mathematical development.
- All children develop good skills that prepare them well for their next stage of learning and school. Children consistently demonstrate the characteristics of effective learning.
- Children's behaviour is excellent. Staff very skilfully and sensitively support young children to manage their feelings. They expertly help older children to resolve conflict themselves exceptionally well. For instance, to use sand timers to share large bicycles.
- Staff provide extensive, daily opportunities for children to be active and have an excellent awareness of the importance of exercise. They adeptly keep group activities to just the right length of time so that children very eagerly engage and concentrate extremely well.
- Staff use their observations of children's achievements well to plan challenging activities. They help children to make good progress in their key areas of development.

It is not yet outstanding because:

- Staff do not consistently support children to consider problems and find solutions for themselves.
- Staff do not make full use of the information they gain from parents to plan for children as soon as they start at the setting.

What the setting needs to do to improve further

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

- help children to think of ways to solve problems and find out if they work
- make greater use of the information gained from parents on children's starting points, to plan for their individual learning needs as soon as they start.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke with children, staff and parents, 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 supervisor, 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 staff implement their policies and procedures consistently well to keep children safe. They all know possible signs and symptoms that children may be at risk of harm and the procedures to follow to protect them. Staff carry out good risk assessments and monitor children's arrival and collection closely. Staff work well with other providers and outside agencies to be consistent in meeting children's individual needs. The management team uses self-evaluation successfully to identify actions for continuous improvement. For example, it has recently changed its planning to help staff ensure they know how to help each child to develop, not just their key children. The manager accurately monitors children's development to know which children or groups need additional support and help them to catch up quickly.

Quality of teaching, learning and assessment is good

Staff provide good support for children to experiment and learn about the natural world. For example, older children took a photograph of ice and left the ice in the sun to find out what happens. Staff helped them to make predications and use their picture to find out later if they were correct. Staff reinforce children's learning by having daily activities to learn letters and sounds. Even young children noticed when they missed the letter 's'. Staff engage children of all ages in good discussions, encouraging their speaking and listening skills well and extending their vocabulary. Staff help children to explain what they know and come up with their own ideas. For instance, older children explained that a jig is 'a sort of music like a tap dance'.

Personal development, behaviour and welfare are outstanding

Children settle very quickly on arrival and are exceptionally pleased to see staff and each other. They have highly effective emotional attachments and very strong, positive relationships. Staff provide very sensitive support for children who are new to the setting, encouraging others to be friends and help them know where to find things. Since their last inspection, the key person provides all personal care for children to provide a greater feeling of being safe and secure. Children's emotional security underpins their learning extremely successfully. They are highly confident in their self-care skills and enjoy having age-appropriate responsibilities. Children gain a highly effective awareness of a healthy lifestyle. Staff provide parents with excellent ideas on healthy food to provide. Staff plan the environment extremely well to enable children to choose where they prefer to learn and select from the extensive resources to lead their play.

Outcomes for children are good

All children make good progress in their learning and development from their starting points. Children develop their mathematical skills well through practical experiences. For example, older children counted the cups for snack time and knew they needed one more for everyone at their table to have one. Young children enjoyed joining in with counting rhymes. Children concentrate well in whole-group stories and notice when words rhyme. Older children write recognisable letters in their name. Children are creative and play imaginatively together.

Setting details

Unique reference number	EY413108
Local authority	Somerset
Inspection number	1071304
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	43
Name of registered person	Julie Duffy
Registered person unique reference number	RP513266
Date of previous inspection	18 July 2014
Telephone number	07984898849

Martock Pre-School is privately owned and managed. It opened at its current location in 2010 and operates from a purpose-built building in the grounds of Martock Primary School, in the rural village of Martock, Somerset. The pre-school is open each weekday from 9am to 3pm, during term time only. A breakfast club is available according to demand. There are seven members of staff. Of whom, one holds an early years qualification at level 7 and two hold a qualification at level 5. The remaining four staff hold a childcare qualification at level 3.

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