

# Mere Pre-School & Nursery

Mere School, Springfield Road, Mere, Warminster, Wiltshire, BA12 6EW



<b>Inspection date</b>	21 March 2018
Previous inspection date	18 July 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

- Leaders establish strong relationships with the linked school, providing consistent support for children as they prepare to move on to school. They work closely with parents and other professionals to support children's welfare and learning.
- Leaders and staff monitor children's learning closely. Leaders help staff provide one-to-one support for all children who require extra input or who have special educational needs (SEN) and/or disabilities. This helps ensure outcomes for all children are good.
- Leaders and staff use self-evaluation effectively to identify areas for improvement and ensure positive outcomes for children. For example, leaders and staff have ensured they make good use of opportunities to support children's mathematical learning.
- Partnerships with parents are strong and help to ensure consistency for children. Parents have constant access to children's development records and regularly share information with their child's key person.
- Children behave well. Staff are good role models. For example, they use resources, such as sand timers, to help children understand about fairness and taking turns.

### It is not yet outstanding because:

- At times, staff complete tasks for children rather than encouraging them to do things for themselves to support their independence skills to the highest levels.
- Leaders do not facilitate staff as well as they could to develop some areas of their expertise to improve children's outcomes even further.

## What the setting needs to do to improve further

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

- extend the opportunities for children to do things for themselves and become more independent
- support staff to develop their expertise in helping improve children's play experiences to aid their learning even further.

### Inspection activities

- The inspector observed the activities and the quality of teaching throughout the pre-school.
- The inspector held discussions with the provider and manager, and spoke with children and staff, at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including staff suitability checks, self-evaluation, observations, assessments, and documentation linked to checking children's progress.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.

### Inspector

June Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff attend regular training and are clear about their role in protecting children. Leaders follow safer recruitment guidelines to ensure new staff are suitable and that existing staff remain so. Staff use effective risk assessments to help them provide a safe environment for children's play. Leaders and staff use ideas from training to keep their skills updated. This has a clear impact on children's learning outcomes. For example, staff have used their new knowledge well to reflect on how they can use additional funding effectively to ensure any gaps in children's learning quickly narrow.

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

Staff use their good observations and assessments to provide a good variety of stimulating play experiences that promotes children's active learning. They place a clear focus on supporting children to develop good mathematical skills. For example, staff challenge children well to explore and discover which objects are the lightest and heaviest using weighing scales. Staff support children effectively to solve problems in their counting games using dice. For instance, children calculate the number of strawberries left after they have added and subtracted fruits. Younger children and those who have SEN are supported well by staff to explore using their senses. For instance, they have opportunities to explore interactive sound boards, pressing buttons to make noises and changes to colours of lights.

### Personal development, behaviour and welfare are good

Staff help children develop high levels of confidence and self-esteem. For example, staff celebrate children's successes, adding their names to the 'kindness tree'. They support children effectively to understand about safety. For example, on walks, staff support younger children incredibly well to understand the importance of looking and listening for approaching cars. Staff support children to develop a good understanding of the routines in the setting. For example, they give children warning that their play time is going to end so they are ready to take a full and active part in tidying up their toys. Staff support children to understand about the similarities and differences of people in society. For instance, they take part in events to raise funds for people who may be disadvantaged.

### Outcomes for children are good

Children receive effective support to develop the skills they need for their future learning and the eventual move to school. Children develop their early writing skills well. For example, they form recognisable letters when they write their names. They develop a good understanding of using technology, such as using screen technology to operate age-appropriate computer programs. Children concentrate and listen attentively to staff during story sessions and join in with discussions about their ideas.

## Setting details

<b>Unique reference number</b>	EY312232
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	1070704
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Mere Pre-School Nursery Committee
<b>Registered person unique reference number</b>	RP903914
<b>Date of previous inspection</b>	18 July 2014
<b>Telephone number</b>	01747 863337

Mere Pre-School & Nursery registered in 2005. The nursery is open Monday to Friday from 9am until 3pm. The nursery employs nine members of staff. Of these, five hold qualifications at level 3 and a further two hold qualifications at level 2. The pre-school receives funding for the provision of free early years education for children aged two, three and four years.

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