

Timberscombe Pre School

Timberscombe C E VA First School, Timberscombe, Minehead, Somerset, TA24 7TY



Inspection date

21 March 2018

Previous inspection date

19 May 2015

| 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

- Children make good progress, relative to their starting points. The manager's effective tracking helps her identify any gaps in their learning, which staff quickly address. For example, using the computer to find out about other cultures has been very effective in helping children understand there are different ways to find out information.
- Children have good self-esteem and show they feel emotionally secure. Younger children eagerly enter the setting and explore resources and activities. Older children respond very well to challenges, such as, beating the timer when tidying up.
- The effective key-person system helps children quickly settle in. Staff have good relationships with parents, involving them well in their children's learning from the start.
- Strong self-evaluation enables the manager and staff to prioritise improvements that have a positive impact and maintain good-quality outcomes for children. Staff make sure children's views are included. For example, children's ideas inform current plans for improvements to the small adjoining outdoor area.

It is not yet outstanding because:

- Staff do not always provide clear explanations about new activities to help children understand what they are going to do. For example, children did not understand the clues staff gave to help them guess they were going to make fruit smoothies.
- Children become distracted when daily routines take too long. For example, children who washed their hands first became bored and left the lunch table to play with toys.

What the setting needs to do to improve further

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

- give clearer explanations to children when introducing them to new activities, to help children understand expectations and the learning opportunities
- improve the organisation of daily routines to reduce the time children spend waiting, to prevent them becoming distracted.

Inspection activities

- The inspector talked to parents, members of the management committee, staff and children.
- The inspector sampled required documentation, including safeguarding procedures, and talked to staff about how they implement these.
- The inspector observed staff and children engaged in learning activities indoors and outside.
- The inspector discussed the setting's self-evaluation with the manager.
- The inspector sampled children's progress records and reviewed systems for monitoring their progress.

Inspector

Julie Neal

Inspection findings

Effectiveness of the leadership and management is good

The management committee values the skills and knowledge of the manager and staff team, and provides them with good support. Staff attend training and use team meetings very well to share new knowledge. The manager monitors the positive impact of new skills on children's learning. For example, following training, staff introduced a more-structured approach to helping children develop their communication and language skills. Although relatively recently introduced, observations and monitoring show improvements for all children, but significantly so for those who previously struggled to express themselves. Safeguarding is effective. The manager, staff and some members of the management committee have attended safeguarding and child protection training. They have a good knowledge of local safeguarding procedures and how to report concerns.

Quality of teaching, learning and assessment is good

All staff have an in-depth knowledge of each child's interests, their current stage of development and their individual learning objectives. They use this knowledge skilfully to challenge children and encourage them to think about and build on what they already know. For example, children enjoyed pretending to be dinosaurs, stomping around the playground like a T-rex. Staff encouraged them to think about which kind of dinosaur would be able to reach the high leaves, and children described and named those with long necks, such as diplodocus. Staff extended the discussion further and children talked about, and moved like, dinosaurs that flew and lived in the sea. Staff promote children's understanding of early mathematics very well. For example, they encourage younger children to look at each other's shadows and identify the 'biggest' and 'smallest'. Older children confidently counted to 20 when playing hide and seek.

Personal development, behaviour and welfare are good

Children are happy and well behaved. They have good social skills. For example, at circle time, although all children were keen to contribute, they were secure in the knowledge that they would have their turn, so waited patiently. Children's safety awareness is very good. For example, they confidently used the climbing wall, making sure they had a secure foothold before stretching and climbing to the next level.

Outcomes for children are good

Children learn good skills that prepare them well for their next stage in learning, including going to school. The very strong relationship with the school, including use of school facilities, means all children are familiar with future teachers and the premises, and older children talk positively about when they will start. Children are environmentally aware. For example, young children understand the importance of recycling and made sure they put fruit peel and any leftover food into the correct recycling bin.

Setting details

| | |
|--|---|
| Unique reference number | EY415083 |
| Local authority | Somerset |
| Inspection number | 1094486 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 7 |
| Total number of places | 10 |
| Number of children on roll | 9 |
| Name of registered person | Timberscombe Pre-School Committee |
| Registered person unique reference number | RP910803 |
| Date of previous inspection | 19 May 2015 |
| Telephone number | 07586 820 133 |

Timberscombe Pre School is run by a voluntary committee. It registered in its current premises within Timberscombe First School, in the village of Timberscombe, near Minehead, Somerset, in 2010. The setting receives funding for early years education for two-, three- and four-year-old children. The setting is open during term time only. It is open from 9am to 3pm on Mondays, Tuesdays and Wednesdays. A breakfast club runs from 8.15am to 9am, which is also open to children attending the school. There are four members of staff working with children, all of whom have early years qualifications at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

