

# All Cannings Pre-School

Village Hall, The Street, All Cannings, DEVIZES, Wiltshire, SN10 3PA



## Inspection date

9 May 2018

Previous inspection date

13 December 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Since the last inspection the committee and new manager have worked hard to ensure they meet all requirements. They have tackled weak practice, provided staff training and are continuing to evaluate their provision to provide good outcomes for children.
- The manager has changed the planning of the environment and the assessment system. Children have good opportunities to make independent choices from the wide range of resources. They decide if they prefer to learn indoors or outdoors. Staff use their good observations well to plan challenging activities. All children now make good progress in their learning and development.
- Staff have received training and support in managing children's behaviour successfully. For example, they now help children to resolve any conflict and manage their feelings effectively. Children concentrate and engage fully in whole-group activities.
- Strong partnerships with parents have a positive impact on children's well-being and learning. Parents confirm that staff now provide them with good information that helps them to support their children's learning at home, particularly in preparing older children for school.

### It is not yet outstanding because:

- Staff sometimes resolve problems too quickly, not giving children the time that they need to consider solutions for themselves and extend their critical thinking.
- Staff occasionally miss opportunities to help children understand about quantity and capacity.

## What the setting needs to do to improve further

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

- give children enough time to consider problems and ways to solve them, to extend their critical thinking further
- help children to extend their knowledge of quantity and volume, to develop their mathematical skills further.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector held a meeting with a member of the committee and the manager, and carried out a joint observation.
- The inspector took account of parents' verbal feedback, the provider's improvement plans and the parents' survey.
- The inspector checked safeguarding information and the safety of the premises.
- 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 have a good understanding of all aspects of protecting children's welfare. They know what to do if a child is at risk of harm. Management ensures it carries out all checks on the suitability of staff and keeps Ofsted informed of any changes to the committee. It has reviewed risk assessments and ensures the premises are secure. The extensive training that staff received has a positive impact on the teaching quality. For example, staff now think more deeply about how children learn and what their observations tell them, to support children better. The manager is embedding a more effective system to monitor the progress of different groups of children. Along with the special educational needs coordinator, she has arranged additional support to help some children catch up more quickly.

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

Staff seek good information on what children enjoy and plan well, using children's interests to motivate their learning. For example, they invited a member of the local garden club to extend children's enjoyment of gardening. Staff help children to develop a good understanding of shapes, numbers and sizes. For example, they encouraged children to make balls from wet sand and from dough, introducing the word 'sphere' to older children. In the role-play shoe shop, children measured their feet and put shoes in order of size. Staff respond well to impromptu situations, such as encouraging children to get a magnifying glass to look closely at a spider. Staff provide good support for children to learn effective techniques to gain good hand-to-eye coordination. For instance, they demonstrated how to concentrate on a ball in order to hit it with a bat. Young children copied and were eager to keep trying, showing excitement when they succeeded.

### Personal development, behaviour and welfare are good

Parents confirm that since the last inspection staff now provide a calmer and more-inviting environment, with more activities in which their children are eager to engage. Children settle quickly, are happy and have positive relationships. Staff provide good opportunities for children to be active and develop their physical skills well. For instance, children balanced with control, climbed through tunnels and rode tricycles around obstacles with good coordination. They cooperated well to manipulate a large parachute as a team. Children enjoy healthy snacks and lunch is a social occasion. For example, staff eat with the children and engage them in discussions to recall their activities.

### Outcomes for children are good

Children develop good skills and a positive attitude to learning, which prepares them well for school. They become independent in their self-care skills and learn from each other. For instance, having seen how older children put their coats on, young ones try the same method and succeed. Children practise their writing skills and older children write recognisable letters. They engage well in activities to support their understanding of letters and sounds. Children have favourite stories and join in with familiar words when staff read to them. They play imaginatively and create their own designs, such as making a dragon from boxes and instruments from recyclable materials.

## Setting details

<b>Unique reference number</b>	145888
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	1120093
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	17
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	All Cannings Pre-school Committee
<b>Registered person unique reference number</b>	RP520492
<b>Date of previous inspection</b>	13 December 2017
<b>Telephone number</b>	01380 860171

All Cannings Pre-School opened in 1974 and registered with Ofsted in 2001. It operates from the village hall in All Cannings, near Devizes, Wiltshire. The pre-school is open term time only, on Monday to Wednesday from 8.45am until 3pm, and on Thursday and Friday from 8.45am to 12.45pm. Three members of staff work with the children. Of these, the manager holds qualified teacher status, and the other members of staff hold early years qualifications at levels 2 and 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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

