

Priddy Pre-School

The Village Hall, Priddy, Wells, BA5 3BE



Inspection date

10 May 2018

Previous inspection date

22 October 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		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

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

- The manager and committee do not fully understand their legal responsibilities. This has resulted in a failure to notify Ofsted of changes to the committee. Recent changes to the committee mean they are not providing a good level of support to the manager and staff.
- Staff do not consistently gather as much information as possible from parents about children's achievements at home, to support future planning and consistency for children.
- The management team does not use self-evaluation effectively to identify weaknesses to practices and support continuous development of the provision.

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.
- Key persons closely observe children's learning and progress. They get to know children really well, following their interests and providing effectively for their individual learning needs. Children make good developmental progress.
- Links with the community are strong. Children enjoy activities in the local church and benefit from the close liaison between the pre-school and the neighbouring school. For example, they become familiar with school routines and staff, and regularly join in with Reception-class activities.

What the setting needs to do to improve further

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

Due Date

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| ■ ensure that committee members have a good understanding of their roles and responsibilities, in particular to notify Ofsted of changes to the committee, and to support the manager and staff more effectively. | 22/06/2018 |
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To further improve the quality of the early years provision the provider should:

- gain more information from parents on what children are learning at home
- develop procedures for self-evaluation so that targets for improvement are based on rigorous monitoring of all aspects of committee and staff practice.

Inspection activities

- The inspector observed activities in the main playroom and the outside learning environment, and conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the provision and the treasurer of the committee. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, and the setting's risk assessment 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 of the views of parents spoken to on the day.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager and staff are aware of their responsibilities to protect children from harm. They ensure that all areas of the pre-school are clean and safe for children. However, the committee has not informed Ofsted of changes to its members, although there is little impact on children's safety as all new members have had background checks to establish their suitability to work with children. Overall, partnerships with parents are effective and staff keep parents well informed about pre-school activities and their children's development. However, staff are not consistently successful in gaining information about children's learning at home, to support their future planning. The manager supervises staff and monitors children's progress. Staff training helps to improve outcomes for children well. For example, it has helped staff to give greater support to managing children's behaviour. However, self-evaluation has failed to identify weak aspects of management practice, and the manager and staff do not currently receive the support they need to help them to build on their skills further.

Quality of teaching, learning and assessment is good

Staff plan stimulating activities that link well to children's interests and help them develop their skills. For example, they read stories to introduce ideas and inspire children's thinking. They take children on a nature walk to collect items and then they add these to art activities focused on the story. Children really enjoy experimenting squashing malleable dough, adding craft materials to create a frog. They use leaves and flowers, cutting items, such as petals, to decorate their creations. Staff use probing questions well to encourage children to count out legs and eyes for their frogs and develop their ideas.

Personal development, behaviour and welfare require improvement

Staff are caring and patient. They provide additional support when children struggle to understand expectations, helping children to learn to share toys and take turns. Children develop friendships and learn to play cooperatively with others. However, weaknesses in leadership and management do not fully assure children's welfare. Nonetheless, staff give children many opportunities to develop healthy lifestyles. Children enjoy nature walks and exploring the different playgrounds and equipment in the neighbouring school grounds with staff. Staff encourage and motivate them to develop their physical skills and enjoy being outside in the fresh air. For example, children balance, climb and develop their skills with sports and climbing equipment. They have fun playing hide and seek, and acting out imaginative stories with staff and the other children.

Outcomes for children are good

Children make good progress, including two-year-olds for whom the setting receives funding. Children learn practical skills, such as putting on their own coats, and preparing food for their snack, developing their independence and confidence in their own abilities. Children develop their coordination skills really well. For example, they build with construction blocks, and use scissors and tools to create with a variety of materials effectively. They make purposeful marks and older children write letters of their names. Children gain the key skills they need to start school successfully.

Setting details

Unique reference number	143023
Local authority	Somerset
Inspection number	1127145
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 - 11
Total number of places	16
Number of children on roll	13
Name of registered person	Priddy Pre-School
Registered person unique reference number	RP523586
Date of previous inspection	22 October 2015
Telephone number	01749 870755

Priddy Pre-School registered in 1994. The pre-school employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 3. The pre-school opens on Monday from 9am until 1pm, and on Wednesday to Friday from 9am until 3pm, during school term time only. It also provides a breakfast club from 8am until 9am on Monday, Wednesday, Thursday and Friday for pre-school children and the neighbouring school children. The pre-school provides funded early education for two-, three- and four-year-old children.

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