

Chesil Bank Pre School

The Square, Strangways Village Hall, Abbotsbury, Weymouth, Dorset, DT3 4JR



Inspection date

16 May 2018

Previous inspection date

10 June 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff work well with parents to monitor and assess children's learning accurately. Children make good progress from the start.
- Children benefit from a wealth of activities to encourage their health and physical development, such as yoga sessions and using wood and bricks to build large constructions. Children enjoy walks to the allotment to play games and to grow fruit and vegetables.
- Children form close relationships with staff and make friends who they laugh with and hug. They behave very well and older children learn to resolve issues themselves, such as agreeing how to share and play with toys together.
- The manager evaluates the quality of the pre-school's provision successfully to prioritise improvements and to support good outcomes for children. For example, children have recently benefited from a broader range of activities to develop their mathematical skills, such as scales and height charts to weigh and measure themselves and materials.

It is not yet outstanding because:

- On occasions, staff do not give younger children time to respond to questions to encourage their language skills to develop as fully as possible.
- Staff do not consistently help all children to learn how to handle and care for living creatures appropriately.

What the setting needs to do to improve further

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

- provide more time and opportunity for younger children to answer questions to strengthen their language skills as effectively as possible
- provide children with more support to learn how to care for living creatures and develop their understanding of the world even further.

Inspection activities

- The inspector observed activities and the quality of teaching in the playrooms and outdoor play area.
- The inspector sampled children's assessment records and planning documentation, and talked to children at appropriate times.
- The inspector checked evidence of the suitability of staff and discussed management's knowledge and understanding of the early years foundation stage.
- The inspector took account of the views of parents.
- The inspector conducted a joint observation with the manager.

Inspector

Bridget Copson

Inspection findings

Effectiveness of the leadership and management is good

The manager works closely with staff to monitor the quality of their interactions with children and to help them develop their knowledge and skills. For example, staff use new ideas from recent training to encourage children's listening skills, such as listening walks to hear and identify sounds. The manager monitors the progress that different groups of children make, to identify and address any gaps in their development. Safeguarding is effective. The management team follows robust vetting procedures to help ensure staff are, and continue to be, suitable to work with children. Staff have a good understanding of their child protection responsibilities and the risks to children. They know the procedures to follow to protect children's welfare. Staff maintain safe and secure environments for children and teach them about personal safety effectively.

Quality of teaching, learning and assessment is good

Staff provide a wealth of exciting activities to help children achieve their next steps for learning. They join in children's play with enthusiasm and use good teaching techniques to capture children's interest and help them learn more. For example, staff demonstrate how children can make different marks in 'gloop', and suggest other materials they can add to the 'potions' they make. They build further on children's learning, such as helping them to use different one-handed tools to encourage their mark making and physical skills. Children have many opportunities to read and write. For example, younger children draw treasure maps and make signs in their pretend shop. Staff extend challenges for older children to learn sounds and letters, and to read and write their own names.

Personal development, behaviour and welfare are good

Staff work well as key persons to provide children with a warm welcome and help them settle quickly. They work closely with parents and other professionals to meet children's needs consistently and well. Children are happy and confident in their play. For example, they stand up at circle time to talk about the adventures of 'Chester' the pre-school teddy bear when they have taken him home with them. Staff encourage children to choose and experiment freely to nurture their independent learning. For instance, children paint wheeled toys pink because the original colour is 'boring', and some children scatter glitter into puddles they have made to make them 'sparkly'. Children learn about their rural community and the lives and beliefs of others, to develop an understanding of diversity in the world.

Outcomes for children are good

Children develop the skills they need for their future learning that help prepare them for school. Children are interested and motivated to learn, and they explore with curiosity. They manage many tasks competently, to build their independence, such as chopping fruit and serving themselves at snack, pouring their own drinks and changing their clothes. Children learn about shapes and numbers to support their mathematical development well.

Setting details

Unique reference number	EY271243
Local authority	Dorset
Inspection number	1068672
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 - 4
Total number of places	16
Number of children on roll	16
Name of registered person	Chesil Bank Pre-School Committee
Registered person unique reference number	RP903970
Date of previous inspection	10 June 2014
Telephone number	01305 871193

Chesil Bank Pre School registered in 2003. It is located in Abbotsbury in Dorset. The pre-school is open Monday to Thursday during term time only, from 9.30am to 3.30pm. The pre-school receives funding for the provision of free early years education for children aged two, three and four years. The pre-school employs five members of staff, of whom, one is a qualified teacher and two hold an early years qualification at level 2 or 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.

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