

St Andrews Pre-School

St Andrews Road, Bridport, Dorset, DT6 3BJ



Inspection date	16 May 2018
Previous inspection date	15 July 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

- Children behave very well. Staff act as good role models and encourage children to help others and share well. Children are emotionally secure and settled in the pre-school.
- Staff provide exciting and motivating activities that encourage children well to learn through curiosity and investigation. Children make good progress and enjoy their play.
- The management team and staff evaluate and develop their practice well. For example, staff have changed the lunch and snack routines to develop children's social and independence skills and their awareness of healthy eating further.
- Staff promote children's awareness of keeping themselves safe very well. For instance, children meet paramedics and firefighters and learn how they keep us safe. Children enjoy trying on their uniforms and pretend to put out a fire with the firefighters' hose.
- Staff organise toys and play areas effectively to help children make independent choices. Children explore exciting, purposeful resources that support their learning well.
- Parents speak highly of staff and feel reassured by the care and dedication they give to promoting their children's care and learning.

It is not yet outstanding because:

- The management team does not monitor the progress of different groups of children as well as possible to identify any emerging gaps in their learning more effectively.
- Staff do not gain detailed information from parents about children's existing abilities on entry, to help them form initial assessments and planning more effectively.

What the setting needs to do to improve further

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

- strengthen the assessment systems for monitoring children's achievements to identify how different groups of children learn and make progress best, to help close gaps in their learning more effectively
- gather more detailed information from parents about their children's starting points on entry to better inform the initial assessment and planning of activities.

Inspection activities

- The inspector observed children's interactions in play indoors and outdoors and discussed children's learning and development with staff.
- The inspector viewed documentation, such as operational policies, procedures and required records, including qualifications, first-aid and insurance certificates.
- The inspector complete two joint observations of activities with the manager.
- The inspector took into account the spoken and written views of parents.
- The inspector held a leadership and management meeting with the manager and provider and discussed self-evaluation and how this supports staff to make ongoing improvements.

Inspector

Mary Daniel

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff continue to attend safeguarding training to keep their knowledge up to date. They understand their responsibility to protect children's welfare and the procedures to follow up any concerns. The management team implements a clear recruitment process to assess the suitability of staff and committee members. The manager supports staff well to develop their professional skills. For example, recent training has developed their awareness of how to support children's communication, language and social skills more effectively. Staff initiate good systems to share information with other professionals involved in children's care and learning. They liaise regularly, for instance, to help them all work together effectively to promote continuity for each child's needs.

Quality of teaching, learning and assessment is good

Teaching is strong and staff actively support children to 'have a go' in their play and gain a keen interest in learning. Staff promote children's language and literacy skills very well. For instance, children draw pictures they recall from a recent story and say 'it is a tiger with sharp claws and a big head'. Older children form recognisable shapes and letters and add features, such as a nose, eyes and a mouth, to drawings of their family. Staff actively support children's interest and exploration of colour and texture in play. For example, all children enjoy mixing paint and water to make 'colour puddles' outdoors. They concentrate well squeezing and squashing play dough to make their models, such as a snowman with a big nose. Children gain a good understanding of early technology. For instance, they know how pencil sharpeners and paper crimpers work and use these confidently in creative activities. Staff take children on visits in the community, such as to a local supermarket, and children learn how to scan their shopping at the self-service tills.

Personal development, behaviour and welfare are good

Staff promote children's good health and physical well-being very well and support children to develop their core strength and coordination skills. For example, children help each other lifting branches to build dens. They quickly climb up a chain ladder and slide down a pole. Staff help children to develop good negotiation skills. For instance, they use a sand timer amicably with their friends to show when it is their turn to use a favourite ride-on toy. Staff encourage children to recognise and accept different ways of living in positive ways. For example, children send postcards from their holidays and they discuss and find out more about how people live in other areas of the world.

Outcomes for children are good

Children develop good confidence, social and independence skills to help them with their move to school. They learn to think critically. For example, older children make decisions with their friends and work cooperatively to build a 'fort' or 'obstacle course' using large crates, planks and boxes. Younger children quickly learn the routine of finding their named place mat at snack time and taking their plates to the sink after eating. Children are happy and motivated to learn well through their play.

Setting details

Unique reference number	139362
Local authority	Dorset
Inspection number	1070304
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	36
Number of children on roll	52
Name of registered person	St Andrews Pre-School Committee
Registered person unique reference number	RP905663
Date of previous inspection	15 July 2014
Telephone number	01308 458151

St Andrew's Pre-School first registered in 1975 and has been in its current premises since 1997. This parent committee-run pre-school is in Bridport, Dorset. It receives funding to provide free early years education for children aged two, three and four years old. The pre-school opens from 8.45am until 11.45am and from 12.45pm until 3.15pm from Monday to Thursday, and from 8.45am to 11.45pm on Friday, term time only. Staff provide a lunch club from 11.45am until 12.45pm each day. There are eight staff employed, of whom, two hold foundation degrees in early years and six hold childcare qualifications at level 3.

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