

Explorers PreSchool

St Nicholas CE Primary School, Ash Walk, Henstridge, Somerset, BA8 0QD



Inspection date

17 May 2018

Previous inspection date

22 June 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

- The experienced manager is committed to ongoing improvement. She meets with other local providers to gain good practice ideas, such as ways to support children's readiness for moving on to school. She works closely with staff and key members of the playgroup committee to continually identify ways to develop the pre-school further.
- Key persons closely observe and assess children's learning and development. They get to know children really well, follow their interests and provide well for their individual learning needs. Children make good progress.
- The staff's warm and affectionate manner supports children's personal development and well-being very effectively. Children are happy and settled at the pre-school and their behaviour is very good. The staff's strong support and positive role modelling help children to develop respectful relationships with staff and their peers.
- Partnerships with parents, the school on site and other settings that children attend are very good. Staff ensure they fully meet children's individual needs and prepare them well for their move on to school. The staff's regular meetings, daily chats and the sharing of assessments of children's learning help to keep parents very well informed.

It is not yet outstanding because:

- At times, staff do not thoroughly consider the different interests and preferences of the younger children, to fully inspire their involvement in adult-led activities.
- Staff do not consistently make the best use of all of the activity areas, such as to stimulate imaginative play, to develop children's ideas and learning fully.

What the setting needs to do to improve further

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

- enhance adult-led activities to encourage younger children to be involved further in their play
- make the most of opportunities to develop children's imaginative play.

Inspection activities

- The inspector observed activities in the main playroom, the outside learning environment and conducted a joint observation with the manager.
- The inspector held a meeting with the manager and committee members of the provision. She spoke to staff and children throughout the inspection at appropriate times during the inspection.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of the 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 and read a number of parents' comments on questionnaires given to the committee.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are vigilant in their supervision of the children and they carry out thorough risk assessments. The manager works with key committee members to ensure vetting procedures for staff and the committee are thorough. She conducts review meetings with staff and implements clear procedures for the monitoring of teaching and children's progress. The manager focuses closely on staff's professional development. For example, she supports staff to complete a variety of mandatory and additional training. She attends a considerable amount herself, such as to deepen her understanding of ways to support children with communication and speech difficulties.

Quality of teaching, learning and assessment is good

Staff are very receptive and responsive to the choices children make during their play. They engage with them at appropriate times and ask probing questions to encourage children to consider their approach and extend children's learning. For example, children test out their ideas and become engrossed as they explore a variety of items in the indoor and outdoor areas. Children experiment with clay and paint and build with construction pieces. They use craft items and tools, such as scissors and a hole punch, to make specific changes and develop their ideas. Staff follow the children's lead and take time to encourage them to solve problems. Children remain focused for considerable periods. They persevere well to attach items, make things work and create their designs.

Personal development, behaviour and welfare are good

Many aspects of children's learning are self-initiated due to the freedom for children to choose resources for their play. The stimulating outdoor environment is set up really well to inspire children to be active in the fresh air and develop their skills. Children negotiate pathways on ride-on vehicles, they hunt for insects, build, climb and balance. Staff take the opportunity to extend children's learning as much as possible during the daily pre-school routines. For example, children enjoy a social snack time in their key-person groups. Staff support children to learn to respect others' views and needs as they take turns in conversation, count and share fruit pieces and learn about different preferences.

Outcomes for children are good

Children gain the skills they will need for their move on to school. Their communication and language develop effectively, including those children who require additional help. Children listen well and are eager to learn. They persist when they encounter difficulties and show very positive attitudes and dispositions. Children's independence is developing well. For example, they tidy away the toys, find their boots or shoes and help themselves to drinks. Children learn to consider the needs of others and build friendships. They show a good sense of responsibility. Children use equipment, such as sand timers to help their group of friends take turns with resources. They listen well to the staff's reminders on safety and adapt their behaviour appropriately. For instance, they are careful when manoeuvring construction poles.

Setting details

Unique reference number	EY253578
Local authority	Somerset
Inspection number	1091634
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 - 4
Total number of places	16
Number of children on roll	26
Name of registered person	Explorers Pre-School Committee
Registered person unique reference number	RP910496
Date of previous inspection	22 June 2015
Telephone number	07792240804

Explorers PreSchool registered in 2003. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one holds a qualification at level 2. The pre-school opens Monday to Friday from 8.45am until 3.15pm, during school term time only. It provides funded early education for two-, three- and four-year-old children.

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