

# Olveston Pre-School

The Parish Hall, Upper Tockington Road, Tockington, BS32 4LQ



<b>Inspection date</b>	24 May 2018
Previous inspection date	14 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 manager and key committee members work closely together to support staff to increase their skills and develop the pre-school provision. For example, staff undertake early years qualifications and attend additional training, such as to help them develop inspiring outdoor learning opportunities for the children.
- Children are cared for by professional, friendly and caring staff who spend good-quality time supporting them in their activities. Children build strong relationships with staff. They are settled and happy, and grow in confidence.
- Staff observe children's learning and closely track their developmental achievements. They get to know children really well. They follow their interests and provide well for their individual learning needs. Children make good progress from their starting points.
- Partnerships with parents are strong. Staff work hard to support an ongoing two-way flow of information with parents. For example, their daily chats, regular electronic updates and in-depth discussions at parents' meetings help ensure that there is a consistent approach to meeting children's needs.

### It is not yet outstanding because:

- Staff do not consistently focus on all of the available learning opportunities during adult-led activities, to support children's learning to the highest level.
- The manager and committee have not fully developed their self-evaluation processes to use the views of parents in helping outline further improvements for the pre-school.

## What the setting needs to do to improve further

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

- review and strengthen the planning of activities to focus more precisely on all of the available learning opportunities
- extend the opportunities for parents to become involved in the evaluation process, so their views can be considered when improving the service further.

### Inspection activities

- The inspector observed activities in the play room and the outside learning environment, and conducted a joint observation with the manager.
- The inspector held a meeting with the committee chairperson and manager of the provision. She spoke to staff and children throughout the inspection as appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessments 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 is good

The manager and key committee members follow strong systems for the recruitment, supervision and monitoring of staff. Overall, they effectively review the practices of the committee and the pre-school to outline improved ways of working. The manager monitors children's overall progress and the effectiveness of teaching to help continue to develop the educational provision. Safeguarding is effective. The vetting procedures for staff and committee members are thorough. Staff understand what to do if they are worried about the children in their care. They carry out regular checks of all areas and use equipment, such as safety gates, to restrict children's access to higher-risk areas. Parents are very positive about the quality of care and education that their children receive at the pre-school.

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

Staff are receptive and responsive to the choices children make during their play. They talk to them at appropriate times and ask probing questions to encourage children to consider their approach. Children test out their ideas and become engrossed in their exploration. For example, they explore making marks and show skill as they create with recycled modelling items. Staff encourage children to persevere in their use of tools and resources, such as tape and scissors. Children make changes and talk about the features as they add them. Outside, children imaginatively play with sensory materials. They show their knowledge as they talk to staff about ingredients and give them safety tips, such as that the 'cup of tea is hot' and that they should 'blow it'.

### Personal development, behaviour and welfare are good

Staff are caring and patient with children, and they act as positive role models. Children behave well. For instance, they listen to the staff's gentle reminders about boundaries that are in place for safety and learn to share and take turns with their friends. Staff involve children very positively in the routines of the playgroup, offering them interesting opportunities to do things for themselves and develop their skills. For example, staff use the pre-school's 'Tidy Tiger' to inspire children to help tidy away the toys. Children enjoy having the responsibility of helping themselves to their snack, pouring their own drinks and clearing away their things when they have finished. Staff encourage children to be active and enjoy spending time outdoors. For example, children practise their ball skills with staff and they learn about nature as they care for plants.

### Outcomes for children are good

Children listen well and learn to take turns in conversation. Older children are confident to talk and share their experiences in a group, such as singing their favourite songs or showing their friends pictures that they have created. Children build friendships with other children and show considerate behaviour to others. They are keen to explore and learn. Older children count with confidence, and recognise numbers and their names. They gain a really good range of skills in readiness for their next stage in learning and their move on to school. This includes two-year-olds in receipt of funding and children who have special educational needs and/or disabilities.

## Setting details

<b>Unique reference number</b>	136045
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	1127013
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Olveston Pre School Committee
<b>Registered person unique reference number</b>	RP905316
<b>Date of previous inspection</b>	14 July 2015
<b>Telephone number</b>	01454 612074

Olveston Pre-School first opened in 1961 and registered in 1996. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications from level 2 to level 6, including one who holds qualified teacher status. The pre-school opens Monday to Friday from 9am until 3pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

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