

Pewsey Preschool

Wesley Hall, North Street, Pewsey, Wiltshire, SN9 5ES



Inspection date

5 June 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 welcome children and families into this small and friendly pre-school. Children demonstrate a strong sense of belonging as they seek out their special member of staff and greet friends before settling quickly into the daily routine.
- Staff support children's independence and personal development particularly well so they are ready for school when the time comes.
- Children enjoy the variety of interesting activities provided. They enthusiastically choose what to do and concentrate well. They are curious and keen to learn.
- Staff establish firm boundaries that help children behave very well and keep safe. Children listen carefully, follow instructions and are kind and considerate to each other.
- Staff support children's learning well overall, especially their speech development. Children become confident speakers, who are keen to share their ideas.
- The manager and staff accurately assess children's progress. They identify those at risk of falling behind and work closely with other professionals to ensure children get the support they need. All children make good progress in relation to their starting points.

It is not yet outstanding because:

- Staff sometimes miss opportunities, particularly when children are initiating their own play, to extend children's learning and challenge their thinking fully.
- Staff are not consistently successful in helping parents to understand how they can support their children's learning and development at home.

What the setting needs to do to improve further

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

- reflect further on the quality and impact of teaching, and use this to focus staff professional development more precisely on helping children to make the best possible progress
- strengthen partnerships with parents further by involving them more fully in their children's learning to enable them to better support their learning and development at home.

Inspection activities

- The inspector observed children and staff during activities inside and in the garden.
- The inspector spoke with staff and children at appropriate times during the inspection, and assessed the quality of teaching and its impact on children's learning.
- The inspector held a meeting with the owner/manager, and discussed how she monitors the quality of the provision and implements plans to continuously improve.
- The inspector spoke with, and looked at written comments from, several parents during the inspection, and took account of their views.
- The inspector looked at a sample of documents, including children's records and evidence of staff suitability and training.

Inspector

Rachel Edwards

Inspection findings

Effectiveness of the leadership and management is good

The manager gathers the views of staff, parents and children to help her improve outcomes for children. Staff gather useful information from parents to help meet children's individual needs well. They keep parents well informed about how their child is doing, through discussions, meetings and sharing children's developmental records. The manager has a clear picture of how well all individuals and groups of children are progressing. She uses additional funding well to buy specialist equipment and resources that especially interest children. Overall, staff training is improving the quality of teaching. For example, staff provide appealing activities to interest boys in early writing. Safeguarding is effective. The manager ensures staff receive up-to-date information on child protection issues. They are clear about their responsibility to work with others, to help keep children safe from harm. Staff are confident about how to recognise, record and report concerns.

Quality of teaching, learning and assessment is good

Children eagerly take part in the wide range of interesting activities that staff provide. The well-organised environment enables children to make choices and develop their own ideas. Children enjoy many activities to strengthen their hands, such as using pegs or cutting dough with scissors. They make marks using different tools, in good preparation for writing. Staff use focused activities to help children hear sounds in words, they rhyme, and older children link some letters with the sounds that they represent. Staff encourage children to use all their senses, for example, as they explore different types of fruit. They discover the different smells and textures and find that two halves make one whole. Staff encourage children to make their own discoveries; for example, making a slope to roll a vehicle down or using a magnifier to look closely at things.

Personal development, behaviour and welfare are good

Children are friendly and cooperative. Staff encourage children to become highly independent. Children choose what to do, concentrate for long periods and become absorbed in their play. Staff use mealtimes and activities, such as painting with and growing fruit and vegetables, to help children understand the benefits of healthy eating. Children are active every day and staff help them recognise their capabilities and learn to manage risks safely. For example, they move tricycles safely down a slope, and balance carefully along planks, beaming with pride at their achievements. Staff enable all children to participate fully in pre-school life and children frequently help others.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress and gain useful skills that prepare them well for starting school. They enjoy doing things for themselves, such as managing their lunchboxes and visiting the toilet. They play cooperatively and learn to make friends. They count well and use mathematical language in their play. Children love books and eagerly join in the refrains. They recognise some familiar words, and some have a go at writing their names.

Setting details

Unique reference number	EY500688
Local authority	Wiltshire
Inspection number	1053854
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	24
Number of children on roll	14
Name of registered person	Karen Elizabeth Carmichael
Registered person unique reference number	RP901188
Date of previous inspection	Not applicable
Telephone number	07799878114

Pewsey Preschool registered in 2016. It is located in the Methodist church hall in Pewsey, Wiltshire. The setting operates from 9am to 1.15pm on Monday to Friday during school terms only. The pre-school receives funding to provide free early education for children aged two, three and four years. The owner/manager and her deputy care for the children. Both hold childcare qualifications at level 3.

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