

St. Mary's Pre-School

Holy Trinity Church, Lysander Road, YEOVIL, Somerset BA20 2BU



Inspection date	11 September 2018
Previous inspection date	27 September 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

The provision is good

- Leaders have made good improvements since the last inspection. For example, they have ensured there is a named deputy in place to cover for the manager's absence and there is a recording system for suitability checks for staff and committee members.
- Leaders establish strong relationships with teachers from the linked school, providing consistent support for children as they prepare to move on to school. They work closely with other professionals involved in children's care, learning and welfare to ensure all children make good progress.
- Staff use effective systems to observe, plan and assess children's progress to build on their knowledge. Leaders monitor these systems successfully to enable consistent practices throughout the setting.
- Children behave well. Staff take every opportunity to praise children's positive behaviour. Children learn how to share, take turns and to help others.

It is not yet outstanding because:

- The organisation of routines means children sit for a long time and some children get restless. For example, children sit for circle time before snack and then continue to sit for songs and stories after snack.
- Leaders and staff are not always successful in engaging parents to contribute to ongoing observation and assessment records to enable them to be fully informed of children's changing interests and learning at home.

What the setting needs to do to improve further

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

- review the organisation of routines, so children do not sit for a long time during activities
- strengthen partnerships with parents to provide more opportunities for them to share ongoing information about children's changing interests and learning from home.

Inspection activities

- The inspector observed activities and the quality of teaching throughout the pre-school.
- The inspector held discussions with the leadership team. She spoke with children and staff at appropriate times.
- The inspector looked at a sample of documentation, including staff suitability checks, policies and procedures. She viewed planning records and documentation relating to children's progress.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.

Inspector

June Robinson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and staff have a good understanding of child protection issues and the procedures to follow if they have concerns about the welfare of any child. Recruitment procedures are effective in checking staff's initial and ongoing suitability. Leaders and staff implement secure procedures to ensure they identify hazards quickly and minimise any risks. Staff are supported to access training events to enrich their knowledge. In addition to this, the manager completes sessions with them to support their continued professional development. For instance, staff have used these opportunities well to enhance their skills in planning for children's learning experiences.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. They support children to develop a good understanding of the natural world. For example, they provide good opportunities for children to explore, discuss and make comparisons between the living creatures they find and their different habitats, such as in trees and under logs. Staff offer children good opportunities to solve problems in their play, such as what they can use to secure paper in a tray to stop the wind blowing it away. They place a clear focus on supporting children to develop effective mathematical skills. For instance, they challenge children during routines to calculate if there are more or less girls, boys and adults. Staff support children's communication and language skills effectively. For example, even younger children enjoy taking part in daily early literacy activities.

Personal development, behaviour and welfare are good

Staff help children to develop a good understanding of the routines in the setting. For example, they give children warning that their playtime is going to end so they are ready to take a full and active part in tidying up their toys. Older children really enjoy being helpful, such as partnering younger children to wash their hands before snack. Children have good opportunities to be outdoors on a daily basis to practise their physical skills and be active. Staff support children to develop a positive awareness of similarities and differences between themselves and other people. For example, staff work in partnerships with parents to share food and traditional dress from their cultures.

Outcomes for children are good

All children are motivated and independent learners. They develop the skills they need for their future learning and the eventual move to school. Children develop their early writing skills well. For example, they show pride in writing the initial letter of their names. Children relish using their skills to make maps to identify the route to follow where treasure may be hidden. They develop high levels of self-esteem and are keen to share their achievements with staff, such as riding a bicycle with no support.

Setting details

Unique reference number	143101
Local authority	Somerset
Inspection number	10057608
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	39
Name of registered person	St Marys Pre-School Committee
Registered person unique reference number	RP522351
Date of previous inspection	27 September 2017
Telephone number	07890 301624

St Mary's Pre-School registered in 1992. It operates from premises in Holy Trinity Community Centre in Yeovil, Somerset. The pre-school is open from 8am to 3pm on Monday, Tuesday and Thursday and from 9am until midday on Friday, during term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. There are five members of staff who work with the children. Of these, two hold an appropriate early years qualification at level 5, two staff are qualified to level 3 and one holds a qualification at level 2.

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