

Timsbury Preschool

St. Marys C of E VC Primary School, Lansdown View, Timsbury, Bath, Avon
BA2 0JR



| | |
|--------------------------|------------------|
| Inspection date | 29 November 2018 |
| Previous inspection date | 12 October 2015 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| 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

This provision is good

- The manager considers the views of staff, parents and children to identify the pre-school's strengths and key areas for development. She reflects carefully and is passionate about improving the pre-school continuously. This helps to raise standards and improve outcomes for children.
- The dedicated staff receive regular support through supervisory meetings with their manager and have good training opportunities to update their skills consistently. This helps children to benefit from newly introduced methods of practice. For example, staff have recently attended training to support older boys, and have adapted the outdoor area to challenge and support boys' critical-thinking skills.
- Children enjoy a good range of interesting activities to stimulate and challenge their curiosity. For example, they use the rain puddles to build imaginary duck ponds and work out which materials would make good boats that float.
- The effective communication with parents and others, such as professionals or other early years settings, supports children's learning well.
- Staff promote children's healthy lifestyles and physical development well. For example, the pre-school has recently been awarded a certificate for 'healthy outcomes'. Staff applied the knowledge they gained to teach children how to grow, and use their own fruit and vegetables.
- Children have fewer opportunities to learn about diversity, to help support their growing understanding of the wider world.
- There are few opportunities for children to see and understand numbers to support their early mathematical development.

What the setting needs to do to improve further

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

- increase opportunities for children to develop their understanding of individual differences in the wider world
- enhance opportunities for children to see and understand numbers to support their early mathematical development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke to staff and held a meeting with the manager.
- The inspector looked at relevant records, documentation and policies. She also checked evidence of the suitability of staff working in the pre-school.
- The inspector spoke to children and parents during the inspection, and took account of their views.
- The inspector had a tour of the building and viewed resources available, indoors and outdoors.

Inspector
Tracey Cook

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate a good understanding of how to identify any children who may be at risk of harm. They know the action to take if they have any concerns about a child's welfare. The manager has a good understanding of how children develop. She uses this good knowledge to carefully monitors children's progress thoroughly, including specific groups of children. Swift action is taken to address any gaps in children's learning.

Quality of teaching, learning and assessment is good

Staff are good role models and interact well with children. They use accurate observations and assessment to monitor children's development effectively. All children engage in challenging activities with enthusiasm. Children respond positively to staff's use of questioning. This motivates children to actively join in, enthusiastically reciting the story as it unfolds. Children are inquisitive as they play with dough. They explore and use a range of materials to prepare and decorate an array of 'cakes'. Staff teach children early writing skills effectively. For example, staff support children to recognise and write the first letter of their name with the chalks when drawing a picture.

Personal development, behaviour and welfare are good

Staff develop close relationships with children, which helps children settle quickly. This helps support their emotional well-being. Staff have high expectations of the children and put strategies in place to teach them to take turns, share and behave well. Children manage their personal care needs independently and show a good understanding of how to keep themselves safe. They demonstrate a real sense of responsibility for their environment as they eagerly help to carry out age-appropriate tasks. For example, children help staff to sweep up spills on the floor and are keen to tidy up in preparation for lunch. Staff continuously praise children's achievements. This helps them to grow in confidence as they learn new skills. For example, children learn to cut up the vegetables, as they use their imagination to create vegetable soup.

Outcomes for children are good

Children are making good progress in relation to their starting points. Older children learn to link letters to the sounds they represent, when they join in with songs and actions, and follow a story. Younger children learn to listen and concentrate, such as when they use props to fully engage in story time. Children express a keen interest in technology, as they lie in the cosy book area and learn to control the screen using their fingers. Children are happy, motivated and well prepared for their next stage of learning, including their eventual move on to school.

Setting details

| | |
|--|---|
| Unique reference number | 133098 |
| Local authority | Bath and North East Somerset Council |
| Inspection number | 10061476 |
| Type of provision | Sessional day care |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 2 - 4 |
| Total number of places | 24 |
| Number of children on roll | 20 |
| Name of registered person | Timsbury Pre School Committee |
| Registered person unique reference number | RP522202 |
| Date of previous inspection | 12 October 2015 |
| Telephone number | 01761 479009 |

Timsbury Preschool employs six members of staff. Of these, all have suitable early years qualifications, including one with a level 6 qualification. The pre-school opens from Monday to Friday during term time. Sessions are from 9.00am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

