

# Kingston St Mary Pre-School

Greenway, Kingston St. Mary, Taunton, Somerset TA2 8JH



## Inspection date

13 December 2018

Previous inspection date

27 February 2018

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

### This provision is good

- The management committee and manager have addressed weaknesses raised at the last inspection well. For example, there is now a clear process in place to ensure that new committee members complete documentation required by Ofsted to assess their suitability within appropriate timescales.
- The management committee now fully understands its roles and responsibilities, and has a system in place to make sure new members know the commitment this involves. Committee officers meet regularly with the manager and staff to provide them with good professional support.
- Children make good progress in relation to their starting points. The manager's improved systems of monitoring identify any gaps in children's learning effectively, which staff address well when planning, to ensure these quickly close.
- Children's confidence and self-esteem is good. Effective settling-in procedures and the good key-person system help children to quickly develop strong relationships with staff and each other, helping to feel emotionally secure.
- The manager and staff recognise the importance of good partnership working in promoting a consistent approach to planning for children's future learning, such as making links with other early years settings children attend. Parents provide information about children's achievements at home, which staff use in their assessments.
- Younger children do not consistently get the support they need to successfully participate in activities with older children. For example, during a cookery activity, two-year-olds lost interest because they did not have the adult help they needed to successfully join in.
- There are inconsistencies in how staff use information from parents about what their children already know and can do when they first attend.

## What the setting needs to do to improve further

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

- make sure younger children have the support they need to fully participate in group activities
- provide consistency in identifying what children already know and can do when they first attend, to more clearly show the progress they make.

### Inspection activities

- The inspector and the manager conducted a joint observation of a planned activity.
- The inspector talked with members of the management committee, staff, parents and children.
- The inspector observed staff and children engaged in learning activities, indoors and outdoors.
- The inspector reviewed required documentation, including safeguarding procedures.
- The inspector reviewed processes of self-evaluation, and systems to monitor children's progress.

### Inspector

Julie Neal

## Inspection findings

### Effectiveness of leadership and management is good

Good self-evaluation helps the management committee and manager identify and prioritise areas to improve. The manager monitors the impact of changes on children's learning closely. For example, staff made good use of training and online resources to develop their skills in teaching mathematics. The manager and staff used the weekly team meetings to identify where they missed opportunities to extend this area of learning, and addressed these when planning. Staff now successfully thread aspects of mathematics through most activities and routines. Children's progress records show how they have improved, particularly in their understanding and recognition of numbers. Safeguarding is effective. The management committee, manager and staff have a thorough understanding of local safeguarding procedures and know what action to take to help protect children from harm.

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

Staff use their good observations and assessments of children's progress to plan activities that, overall, challenge them well. They encourage children to be curious and inquisitive, responding very well to their questions. For example, when younger children asked during a story, 'what is a goblin?', staff explained, 'it is a magical person like an elf'. Children immediately related to this because they know about magic Christmas elves. Staff use their good teaching skills to extend children's learning well. For instance, as children have baked before, staff ask them to recall what ingredients they needed to make a cake. Children eagerly named most of the ingredients and staff gave them good clues to help work out what they had missed. Staff listen well to children so they have a very good understanding of what they want to learn about, and they adapt planning accordingly. For example, children wanted to find out about camels, as there was one in their Christmas play. Staff went online with children, who were fascinated to learn about different types of camels.

### Personal development, behaviour and welfare are good

Children enjoy being active. All children, but particularly the older boys, are very adventurous. They know how to make their own risk assessments. For example, they checked the large safety cushion was in place before they confidently launched themselves from the outdoor climbing frame, to fly like superheroes. Children show very good understanding of the importance of protecting the environment. For example, they carefully separated empty wrappers, cartons and leftover food at lunchtime and put these into the recycling bins. They collect items that can be re-used in activities, such as bottle tops, to make decorations for the willow tunnel outside.

### Outcomes for children are good

Children learn good skills that prepare them well for the next stage in their learning, including going to school. For example, younger children listen and pay attention well at story time and they confidently join in when choosing songs together. Older children use their good knowledge of letters and how these sound, to identify familiar words in the learning environment, such as the names of books and the labels on baking ingredients.

## Setting details

<b>Unique reference number</b>	EY413524
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10080365
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Kingston St Mary Pre School Committee
<b>Registered person unique reference number</b>	RP522304
<b>Date of previous inspection</b>	27 February 2018
<b>Telephone number</b>	01823 452319

Kingston St Mary Pre-School registered at its present location in 2010. This committee-run pre-school is situated in the grounds of Kingston St Mary Primary School, Kingston St Mary, Somerset. The pre-school opens on Monday from 10.45am until 3pm and on Tuesday to Friday from 8.45am until 3pm, during term time only. The pre-school receives funding to provide free early years education for children aged two, three and four years. There are seven staff employed. The manager holds early years professional status, the deputy holds an early years qualification at level 6, another member of staff is a qualified teacher, three staff hold early years qualifications at level 3 and one holds a qualification at level 2.

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