

# St George's Pre-school

St George's Primary School, High Street, Swanage BH19 3HB



<b>Inspection date</b>	21 January 2019
Previous inspection date	15 July 2016

<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 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

- Children make good progress in their learning from the start. Staff work closely with parents to keep them informed of their children's development, and to support children's learning consistently.
- Children behave extremely well and develop very positive attitudes. They share, use good manners and older children help younger ones kindly.
- Children form close relationships with staff and friendships with others. They seek out their friends to play with, cuddle one another and laugh together.
- Staff maintain safe and secure environments, and manage outings efficiently to keep children safe from harm.
- The manager encourages professional development to build on staff's knowledge and skills, and to improve outcomes for children. For example, staff use ideas from training to prepare children well for changes in activities and to help them wait patiently, such as using sand timers.
- On occasions, staff do not give children time to respond to their questions to encourage them to think more.
- Staff do not organise some activities, such as group board games, as well as possible to engage and involve all younger children.

## What the setting needs to do to improve further

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

- provide more opportunity for children to answer questions to strengthen their thinking skills as effectively as possible
- review and improve the organisation of some group activities to engage and involve younger children even further.

### Inspection activities

- The inspector observed activities and the quality of teaching in the playroom and outdoor play areas.
- The inspector sampled children's assessment records and planning documentation, and talked to children at appropriate times.
- The inspector assessed the suitability of staff and discussed management's knowledge and understanding of the early years foundation stage.
- The inspector took account of the views of parents.
- The inspector conducted a joint observation with the manager.

#### Inspector

Bridget Copson

## Inspection findings

### Effectiveness of leadership and management is good

Leadership is strong. The manager and staff evaluate the quality of the provision successfully to identify and drive continuous improvements. For example, they have increased opportunities for children to draw, read and write outside to develop their literacy even further. The manager monitors staff interactions with children and the progress individual and groups of children make to maintain consistently good standards of teaching. Safeguarding is effective. Staff have a good understanding of their child protection responsibilities. They know the correct procedures to follow if they have any concerns about a child to safeguard their welfare. The management team follow robust vetting procedures to ensure staff are suitable to work with children.

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

Staff monitor children's development accurately to identify any gaps in their learning. They use what they know about each child to plan their next steps for learning, and to provide activities that reflect children's personal interests. Staff join in children's play with enthusiasm, and use good teaching skills to support and challenge children well. For example, staff show younger children objects when they count to help them understand quantity and challenge older children to find numerals. They use spontaneous opportunities and group activities to build further on older children's learning. For instance, staff help children to decide what objects are heavier, lighter, taller or shorter, as they weigh toys and build towers to encourage their mathematical development further. Children enjoy lots of opportunities to use their imaginations and to create, such as mixing materials to explore colour, painting and singing rhymes together.

### Personal development, behaviour and welfare are good

Staff create interesting play areas in which children choose and lead their own play confidently. They provide many activities to encourage children's physical development. For example, children choose when they play outside, go for walks and join in yoga sessions. Children benefit from a wealth of activities to learn about natural life in the environment. For instance, they go for nature trails and pond dipping trips, grow vegetables in the allotment and plant pips from the apples they collect in the orchard. Children explore the village, attend school and church events, and find out about different cultures to learn about the lives of others. Staff use these opportunities to help children learn about keeping themselves safe, such as avoiding stinging nettles so they do not get stung and learning how to cross roads safely.

### Outcomes for children are good

Children develop the skills they need for their future learning that help prepare them for school. They are happy, settled and communicate their needs and choices confidently. Children have many opportunities to develop good writing skills. Younger children, for instance make shopping lists in the play shop, and older children learn to write and sound the letters of their names. Children manage tasks efficiently themselves to develop their self-confidence and independence, such as changing their clothes and serving themselves at meal times.

## Setting details

<b>Unique reference number</b>	EY475718
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10062678
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	St George's Pre-School Langton CIO
<b>Registered person unique reference number</b>	RP910470
<b>Date of previous inspection</b>	15 July 2016
<b>Telephone number</b>	01929 423704

St George's Pre-school registered in 2014. It is located in Swanage, Dorset. The pre-school is open during term time only from 8am to 6pm. The pre-school receives funding for the provision of free early years education for children aged two, three and four years. The pre-school employs seven members of staff, all of whom hold early years qualifications at levels 2 to 6.

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.

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