

Tutshill Community Pre-School



War Memorial Hall, Coleford Road, Tutshill, Chepstow, Gwent NP16 7BN

Inspection date	24 April 2019
Previous inspection date	15 October 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This is a provision that requires improvement

- Documentation relating to existing injuries to children is inconsistently maintained. For example, staff do not always record sufficient information of the explanations for injuries, therefore the safeguarding lead may not have the required information to share with other professionals.
- The manager does not ensure that all staff receive the appropriate induction training to help them understand their roles and responsibilities to maintain children's welfare.
- Staff miss some opportunities of supporting and/or facilitating children's play so that children make the best possible progress. For example, during lunchtime, children receive limited adult interactions to support their learning and development.
- The management team has failed to notify Ofsted of a significant incident.

It has the following strengths

- The manager works well to create a good learning environment inside and outdoors. Resources are fully accessible to children, which allows them to follow their interests and confidently make choices in their play.
- Staff role model good behaviour and skilfully teach children about acceptable behaviour, for instance by explaining why. They encourage children to resolve conflict themselves. For example, when children complain about other children nudging them, staff ask children what they should say to their friend. Children then tell their friend to 'stop' because they 'don't like it'.
- Parents are complimentary about the setting and the progress that their children make. They comment positively about how well their children settle and enjoy attending.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
maintain records to ensure the safe and efficient management of the setting, in particular to safeguard children	16/05/2019
ensure that all staff receive induction training to help them understand their roles and responsibilities. This must include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues.	16/05/2019

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

- maximise the opportunities to engage with children to progress their learning.

Inspection activities

- The inspector spent time observing children at play in all areas of the nursery and during a nature session.
- The inspector met with the management team and discussed how the nursery is led and managed.
- The inspector carried out a joint observation with the nursery manager.
- The inspector looked at a range of documentation, including policies, records of the progress children have made, the setting's self-evaluation and improvement plan, and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents, children and staff.

Inspector
Champa Miah

Inspection findings

Effectiveness of leadership and management requires improvement

The management team do not ensure that all staff have sufficient information. For example, some regular bank staff are not aware of the pre-school's policies and procedures. Records are not always effectively maintained. Staff do not record sufficient details when children come in with existing injuries. Although the managers did not notify Ofsted of a safeguarding issue, they did ensure children's safety by immediately informing the local authority and following their advice. Therefore, safeguarding is effective. Staff have a sufficient understanding of the signs and symptoms of abuse and are aware of the procedures to follow if they have concerns about a child. The management team takes steps to identify strengths and weaknesses so that improvements can be made. The manager has a good overview of what children are learning. She takes steps to ensure the assessments that staff make of what children can do are accurate. Staff attend training for their professional development, which helps them to improve their teaching skills.

Quality of teaching, learning and assessment is good

Staff regularly share information about children's progress with parents and ask them to contribute to next steps. This means parents are fully engaged in their children's education. Staff skilfully use children's interest to help them make progress in their learning. Children choose activities that interest them, and staff support them in their choice of play. For example, children who choose to do sticking and cutting are provided with different levels of support, depending on their abilities. Staff provide younger children with more support with cutting and allow older children to plan what they want to make and do their own cutting. Staff take older children on enjoyable weekly nature sessions where they teach them about birds, flowers and plants to support their understanding of the world.

Personal development, behaviour and welfare require improvement

Children's safety and welfare are not always supported. This is because staff fail to accurately maintain records and the manager does not ensure all staff are aware of the pre-school's policies and procedures. Nonetheless, children learn to keep themselves safe. Independence is encouraged from a young age and, as a result, children learn skills such as washing their hands, putting their wellies and waterproofs on and using the toilet. This prepares them well for their next stage of learning. Children enjoy their time at the pre-school and they have ample opportunities to progress their physical development. Older children benefit from the use of a large field at the local school for their weekly nature sessions.

Outcomes for children are good

All children make good progress from their starting points, including disadvantaged children. Children develop a good knowledge of the natural world. For example, they know if they are accidentally stung by a stinging nettle, there will be dock leaves nearby to soothe the sting. They learn to follow instructions well and show good levels of concentration from a young age. Children play cooperatively alongside each other and engage in meaningful conversations with other children and adults.

Setting details

Unique reference number	101723
Local authority	Gloucestershire
Inspection number	10063057
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	28
Number of children on roll	37
Name of registered person	Tutshill Community Pre-School Committee
Registered person unique reference number	RP519967
Date of previous inspection	15 October 2015
Telephone number	01291 629134

Tutshill Community Pre-School was established in 1971 and is managed by a voluntary group of parents. The pre-school operates from the War Memorial Hall in Tutshill, Chepstow. Five staff work directly with the children. Of these, four, including the manager, hold qualifications at level 6 and one holds level 3. The pre-school is open during term time from 9.30am to 3.30pm on Monday, Wednesday and Thursday, from midday until 3pm on Tuesday, and from 9am to 1pm on Friday. The pre-school receives funding for the provision of free early education to children aged two, three and four years.

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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