

# Horrington House Pre School

The School House, Horrington, Wells, Somerset BA5 3EB



<b>Inspection date</b>	2 May 2019
Previous inspection date	8 March 2016

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

- The registered provider has not kept Ofsted informed of changes to the management committee within the required time. This is an offence and is also a breach of the Childcare Register requirements.
- Staff do not consistently gain written consent from parents prior to administering medication.
- Staff do not organise all group times as effectively as they could to ensure younger children are fully supported in their learning.

### It has the following strengths

- Staff within the small and friendly pre-school support children's emotional well-being effectively. Children form close bonds with staff, who help them to behave well. Children are respectful, polite and show concern for each other.
- Staff work well in partnership with parents to plan exciting experiences that support children's interests and next steps in learning well. Managers monitor children's good progress effectively, preparing them well for their move to school.
- Leaders support staff well to raise the quality of teaching. Staff observe each others' teaching, developing high standards of practice. For example, they share their training to make better use of resources to support children's literacy development.
- Staff encourage children's communication and language skills effectively. There are many opportunities for children to express their ideas, explore their experiences and engage in turn-taking conversations. This helps children become confident communicators.

## 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
obtain written permission from parents and/or carers for prescribed medication before administering the medicine to children.	24/05/2019

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

- review the organisation of group activities to ensure all children, especially two-year-olds, can engage in learning at their own level.

### Inspection activities

- The inspector observed staff's interactions with children as they played inside and outside.
- The inspector held discussions with children, staff, leaders and managers at convenient times during the inspection.
- The inspector completed a joint observation with the manager and discussed children's learning and staff's professional development.
- The inspector sampled documentation, including children's assessment records, staff suitability records and the pre-school's self evaluation.
- The inspector spoke with parents available at the time of inspection and considered their written views.

### Inspector

Rachael Williams

## Inspection findings

### Effectiveness of leadership and management requires improvement

The registered provider has failed to notify Ofsted of changes to the committee. This is an offence. However, all committee members have Disclosure and Barring Service checks and do not work directly with the children. The manager has not ensured prior written parental consent to administer medication is obtained. However, any administered medication is recorded accurately and shared with parents at collection. Therefore, children are not at significant risk of harm. Safeguarding is effective. Managers and staff have a good knowledge of their responsibilities to report any concerns about a child. Leaders have good systems to ensure staff are vetted and suitable for their roles. Leaders and managers evaluate the provision and identify ways to improve. The manager regularly attends meetings with other early years providers to share good practice and ideas. Staff share thoughts from training to improve the quality of teaching. For example, they have introduced a visual timeline to help children sequence the day and help them become more familiar with routines to prepare them for school.

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

Staff work closely with parents. They gather information when children start at the setting and about their continued learning at home to help them plan experiences efficiently. Children show great curiosity as they explore the outdoor area for mini-beasts. They make observations such as how the roots under the tree stump look different because they have had no light. Children keenly use the laminated pictures to find out which insect they have collected. Staff model language well, helping children broaden their vocabulary. Staff show children great respect. For example, they listen to their ideas and give them time to share their experiences, questioning them effectively to extend their thinking.

### Personal development, behaviour and welfare require improvement

The procedure for gaining written consent from parents to administer medication is not robust. Staff make good use of the local environment to help children learn about people and communities. Staff use their risk assessments effectively to keep children safe, for example as they travel on the local bus to the library, and help children learn how to keep themselves safe. Children show a good understanding of why they need to wash their hands before they eat, explaining that their food would get dirty and make them sick. Staff offer constant praise and children show pride in their achievements. For example, they are keen to keep their models to show parents when they come to collect them. This helps children gain high levels of self-esteem.

### Outcomes for children are good

Children develop skills and attitudes that prepare them well for their eventual move to school. They listen and follow instructions well, for example as they carry chairs safely for a group time. Children make decisions about their play and gain independence, for example finding and putting their coats on when they wish to play outside. Children are motivated to learn and develop imaginatively. For example, they confidently find resources such as pipe cleaners and explore different ways of manipulating dough to find the best ways to make the desired shapes and patterns.

## Setting details

<b>Unique reference number</b>	143008
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10065850
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Horrington House Pre-school Committee
<b>Registered person unique reference number</b>	RP906604
<b>Date of previous inspection</b>	8 March 2016
<b>Telephone number</b>	01749 673 516

Horrington House Pre School registered in 1987 and is situated in the grounds of Horrington Primary School in Wells, Somerset. It is open from 9am to 3.30pm, Monday to Friday, during term time only. The pre-school provides funding for the provision of free early education for children aged two, three and four years. There are three members of staff working with the children. Of these, one has a relevant qualification at level 4 and two have qualifications at level 3.

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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