

Inspection of Avon Small Saints Pre School

Netheravon C Of E Primary School, High Street, Netheravon, Salisbury SP4 9PJ

Inspection date: 20 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are enthusiastic and motivated learners. They play an active role in small-group activities on arrival and then quickly choose what they would like to do. Children become fully engaged in their play with strong support from the staff, who have high expectations for every child and are skilled at extending their learning. For example, staff routinely use sign language to support children's communication skills. Children enjoy using the attractive range of resources. These have been carefully considered by staff to provide children with real objects and open opportunities to learn and explore. Children use fresh herbs as they explore dough, pretend to cook with fresh vegetables in the mud kitchen and carefully use a china tea set to experiment with pouring coloured sand. Staff have successfully developed 'in the moment' planning that captures children's interests and individual next steps. For example, when children expressed an interest in birds, staff supported them to make bread and put it in bird feeders outside. Children are well behaved. They show concern for others, for example when helping one another at lunchtime, and learn to recognise and regulate their feelings. Children are actively encouraged to take supervised risks in their play. They experiment with walking safely on pallets and climbing on crates without falling off.

What does the early years setting do well and what does it need to do better?

- Children develop many independence skills. In addition to confidently helping themselves to resources, they cut up fruit in preparation for snack, put on aprons when they decide to do painting and go to wash their hands when they get messy.
- Staff use highly effective methods to manage children's behaviour. They respond to children calmly and help them learn the skills they need to resolve conflict themselves. They talk to the children about how to manage turn taking and sharing, and make good use of a sand timer, which helps children to work out how long it is until their turn.
- The manager has a clear vision for the setting and has made many improvements since she was appointed. She and the staff reflect together on the quality of the provision and take account of the views of parents and children. For example, extra sessions before and after school have been introduced and resources have been updated with objects that encourage children to use their imaginations and develop their play further.
- Staff use effective teaching methods to support children to make good progress from their starting points. They carefully explain and demonstrate to children and ask questions that encourage them to think for themselves. For example, staff ask children, 'Can you help me find a solution?'
- There are varied resources that help children to learn about the wider world and they enjoy visits in the local community. However, opportunities are missed to

fully acknowledge and value the diverse backgrounds of those children attending.

- Staff provide effective support for those children who need additional help to make progress. They work closely with parents to ensure a shared approach to helping children meet their individual targets. They carefully pronounce and repeat words to help those children with speech and language delay, and work with them in small groups to ensure they get high levels of support.
- Children do not have as many opportunities as possible to recognise letters and print, to extend their emerging literacy skills.
- Staff work closely with the adjacent school to ensure that children have an easy move to the Reception class. The manager meets teaching staff to review how new starters have got on and discuss anything the pre-school can do differently to prepare children for school. Staff also work closely with the school staff to keep children safe during drop-off and collection times.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident and well informed about safeguarding. They have regular training and discuss it at every staff meeting to keep their knowledge up to date. Staff have a comprehensive understanding of the possible signs that a child is at risk of harm and know what to do if they are concerned. They are clear that the responsibility for safeguarding children lies with all of them and not just with the designated safeguarding lead and committee.

What does the setting need to do to improve?

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

- consider further ways in which to acknowledge and value the diverse nature of the children attending
- provide further support for children to recognise letters and print in the environment.

Setting details

Unique reference number	EY546741
Local authority	Wiltshire
Inspection number	10101396
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	30
Number of children on roll	26
Name of registered person	Avon Small Saints Preschool CIO
Registered person unique reference number	RP546740
Telephone number	01980 671681
Date of previous inspection	Not applicable

Information about this early years setting

Avon Small Saints Pre School originally registered in 2006 and re-registered in 2017 as a charitable incorporated organisation. It is located on the site of Netheravon C of E Primary School in Netheravon, Wiltshire. The pre-school operates from 8.10am to 3.20pm on Mondays and Tuesdays and from 8.10am to 4.20pm during the rest of the week. Six members of staff work directly with the children. Of these, two hold qualifications at level 5 and four hold qualifications at level 3. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Catherine Sample

Inspection activities

- The inspector observed how staff interacted with children and supported their learning.
- A joint observation was completed with the manager.
- The inspector spoke to parents to seek their views about the setting.
- The inspector held a leadership and management meeting with the manager.
- The inspector spoke to staff and children.
- A sample of documentation was checked, including records of staff suitability and their qualifications.

We carried out this inspection 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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