

Inspection of Stanton Drew and Pensford Pre-School

The Village Hall, Sandy Lane, Stanton Drew, Bristol BS39 4EL

Inspection date: 16 September 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children develop secure relationships with staff, especially with their key person. They feel safe and secure. Staff know children well and support their emotional well-being effectively. Children form strong friendships with other children at the setting. Staff have high expectations of all children in their care. They are good role models and give children clear information about boundaries. For example, staff encourage children to think about walking calmly while they are inside. Children behave well and show respect for others around them. Staff work closely with parents to ensure new children settle quickly. They have recently reviewed their settling-in documentation to give a more detailed overview of a child's starting points. The manager carries out a home visit before each child starts, to support transition. Children show confidence and independence as they choose to learn from a range of activities on offer. Staff plan activities that link to children's interests, both inside and outside. For example, children show delight in accessing the role-play area outside and engaging in imaginative play as shopkeepers. Children are involved in the local community and wave to the farmers who drive past in their tractors.

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

- Staff observe and monitor children well, ensuring all children have the appropriate support in place to prepare them for the next stage in their learning. Older children participate in focused activities that support the development of their phonic knowledge. For example, children learn the initial sounds of their first name.
- Staff work closely with outside agencies to ensure children have the appropriate support in place. Children with special educational needs and/or disabilities (SEND) receive high standards of care and support. As a result, all children gain the support they need to make good progress and to gain the skills for future success.
- Children develop curiosity about the wider world, such as engaging in forest sessions once a week. The forest leader is passionate about providing enjoyable opportunities for children to explore the woodland, as well as developing their physical skills. Children climb tractor tyres and trees, and develop their understanding of playing safely. For example, the staff teach the children how to handle sticks with care.
- Children develop good knowledge about healthy eating and the effects of different foods on their bodies. Staff support children to make healthy choices. For example, the setting has recently completed the Healthy Eating Programme, which has encouraged children to engage in different activities to explore a variety of fruit and vegetables. Parents comment on how effective this learning has been, because their children show more awareness of healthier options.

- Staff take account of what children already know and support children's exploration and critical thinking well. Staff question children well and encourage them to test their ideas. For example, children are supported to develop their mathematical knowledge through experiments with water.
- Children show excitement as they take it in turns to pick familiar objects from the song box. They confidently sing along and engage in different actions to several songs. Children and staff laugh together as they engage in imaginative play linked to the story 'The Three Little Pigs'. These activities help staff support children's early literacy and comprehension skills well.
- Leaders work in partnership with other settings and schools to ensure that children's continuity of learning is a priority. Staff talk with parents regularly about their child's progress. While staff's knowledge of children is good, the next steps planned for children by staff lack detail and clarity.
- Children show high levels of engagement and motivation to learn during adult-led activities. On occasions, when playing independently, children lose interest in what they are doing and need more support from staff to remain focused.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good knowledge of safeguarding, including wider safeguarding issues such as the Prevent duty. Staff are aware of the procedures to follow should they have concerns about the welfare of a child. The manager regularly updates her safeguarding knowledge and shares this with staff during training days. Staff use risk assessments effectively to ensure children are safe at all times. Leaders and managers have implemented good induction and recruitment arrangements to ensure staff understand their roles, as well as the policies and procedures within the setting.

What does the setting need to do to improve?

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

- ensure there is clarity around children's planned next steps when sharing these with parents and others
- extend the support offered to children during independent play so that they fully engage in activities of their choice.

Setting details

Unique reference number	133082
Local authority	Bath and North East Somerset Council
Inspection number	10115410
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	19
Name of registered person	Stanton Drew and Pensford Pre-School Playgroup Committee
Registered person unique reference number	RP522172
Telephone number	07515712545
Date of previous inspection	27 November 2015

Information about this early years setting

Stanton Drew and Pensford Pre-School is situated in the village of Stanton Drew. The setting is open term time only. Sessions are available from 9.15am to 2.45pm Monday to Thursday and 9.45am to 1.45pm on a Friday. The pre-school employs three members of staff. The manager holds early years professional status and the two other staff have appropriate early years qualifications.

Information about this inspection

Inspector

Terri Breakwell

Inspection activities

- The inspector conducted a learning walk with the manager and discussed how the environment is used.
- The inspector observed a range of activities, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation with the manager to evaluate the quality of teaching.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures. She also looked at children's registration records, risk assessments and arrangements for self-evaluation.
- In making her judgements, the inspector considered the views of parents.

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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