

Inspection of Tutshill Community Pre-School

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

Inspection date: 16 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and well settled. Staff are highly responsive to children's needs and support them well to build their confidence and emotional well-being. For example, staff are ready to offer reassurance and comfort when needed for children who are hesitant at the start of the session. Children develop strong relationships with their key person and demonstrate that they feel safe and secure. Staff have high expectations for children's behaviour and children respond well to their instructions. Children learn to share, take turns and say 'please' and 'thank you' to each other with little or no prompting from staff.

Children are motivated and independent learners. They take part in activities with enjoyment and excitement. For example, they thoroughly enjoy using the outside space where they delight in 'chopping trees' and explore how they can use sticks, leaves, feathers and cones with play dough. Easily accessible resources help to support children to make their own choices of what they would like to do next. Children have good opportunities inside and outdoors to use writing materials, to enable them to make marks and develop early literacy skills.

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

- The strong team of staff has worked hard since the last inspection and addressed the actions successfully. The management evaluates staff's practice regularly, for example through regular team meetings, and discusses how changes can be made to benefit the children. The management use in-house training well to support staff to develop their skills and knowledge. Staff are good role models and promote good behaviour and kindness to others.
- Staff promote and support children's communication and language skills well. They talk clearly to children as they interact and teach them to recognise letters and sounds in their names. Children develop the skills they need for their future learning and eventual move to school.
- Children benefit from regular access to outside play areas. They greatly enjoy balancing, climbing up the mud slope and playing in the mud kitchen, and like to visit the forest area. This helps children to develop their physical skills and to learn about the world around them.
- Staff help children to develop confidence and social skills, such as supporting them to select what they would like to play with next, sharing and taking turns. However, staff do not organise routine tasks as well as they could to support children to become fully independent. For example, they do some things for children that they are capable of doing themselves during some snack times.
- Staff know the children well. They use their knowledge of what children need to learn next, along with children's interests, to provide an interesting and exciting range of activities. Staff are skilled in enabling children to follow their interests.

For example, when children talk about having their hair cut, staff provide the resources for them to develop their role play based on this experience.

- Children enjoy creating their own stories and drawing pictures to go with them. Staff write the short stories that children make up and read them out loud when they are finished. This helps children begin to realise that written words have meaning, and supports their literacy skills and enjoyment in books.
- Staff have built good partnerships with parents, carers and other early years settings children attend. However, staff do not gain detailed information from parents about what children know and can do before they start at the setting. Parents talk about how well staff share ongoing information with them. They like having easy access to their children's learning records and seeing how they are progressing. Parents feel involved in their children's learning and speak highly about the care provided and how happy their children are at the setting.

Safeguarding

The arrangements for safeguarding are effective.

The management and staff have a secure knowledge and understanding of safeguarding matters. They are fully aware of the procedures to follow and the signs and indicators that may alert them to any concerns about a child's welfare. Since the last inspection, the management has made significant changes to the induction process for staff, to ensure they are all fully aware of their roles and responsibilities. Effective changes have also been made to how children's existing injuries are recorded. The management is fully aware of the need to notify Ofsted of relevant safeguarding issues.

What does the setting need to do to improve?

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

- review the organisation of routine tasks, such as snack times, to enhance children's opportunities to be as independent as possible
- develop partnerships with parents further to encourage them to share what their children already know and can do before they start, to help inform the planning of activities.

Setting details

Unique reference number	101723
Local authority	Gloucestershire
Inspection number	10105104
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	36
Name of registered person	Tutshill Community Pre-School Committee
Registered person unique reference number	RP519967
Telephone number	01291 629134
Date of previous inspection	24 April 2019

Information about this early years setting

Tutshill Community Pre-School has been open since 1971 and registered in 1994. The pre-school operates from the War Memorial Hall in Tutshill, Chepstow. Five staff work directly with the children. Of these, two hold early years professional status and two hold childcare qualifications at level 6. The pre-school is open during term time from 9am until 3.30pm on Monday, Wednesday and Thursday, from midday until 3pm on Tuesday, and from 9am until 1pm on Friday. The pre-school receives funding for the provision of free early education to children aged two, three and four years.

Information about this inspection

Inspector

Hilary Tierney

Inspection activities

- The inspector and the deputy manager completed a learning walk of the pre-school to understand how the early years provision and curriculum are organised.
- A joint observation was completed with the deputy manager.
- The inspector observed children and their interactions with staff throughout the inspection.
- The inspector held discussions with the deputy manager, staff, parents and children at appropriate times during the inspection. The inspector took into account the written views of parents gathered by the provider.
- The inspector looked at a sample of documentation. This included evidence of staff suitability and training, safeguarding documentation and the setting's policies and procedures.
- The inspector tracked the progress of some children and considered information relating to their learning and development.

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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