

Inspection of West Chinnock Playschool

Scotts Way, West Chinnock, Crewkerne, Somerset TA18 7PT

Inspection date: 9 March 2020

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 arrive happy and excited to talk to staff and discover what activities are available. Staff support children well in using their senses to explore and investigate. For example, children describe how ice feels and looks, and how it changes when food colouring is added. Staff encourage them to listen carefully as they add salt, and children comment that it was 'cracking' and notice how the ice melts.

Children develop a strong sense of achievement when staff praise them for persevering with a difficult task. This motivates them to learn. Children love being active. They use large equipment safely, showing good coordination skills, and climb with confidence. They work together well, cooperating effectively to operate a see-saw, for example.

Through good monitoring the supervisor identified a gap in children's mathematical development and planned effectively to close this. As a result, children use numbers, shapes and sizes successfully in their play. For example, older children look closely at large numbers to match them on a puzzle and complete it. They demonstrate how to cut dough into a square and make it into a circle or an oval. Young children sort items by colour. Staff challenge children further, for example working out how to balance scales.

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

- The supervisor works directly with the staff and children. She is a good role model for new and recently qualified staff. She observes staff's practice and feeds back immediately. This ensures the quality of their teaching is quickly improving, so that children receive consistently good support.
- Staff's ongoing accurate observations help them to build on what the children can already do and support their areas for development successfully. For example, staff noticed children were struggling to use scissors effectively. They put scissors out with dough to make it easier for the children to practise.
- Through good self-evaluation, the supervisor identifies focused targets to develop their practice further. For example, they are working with parents to see the benefits of getting children more active. Staff have recently been on training to help them support children's physical development and understand its impact on their emotional well-being.
- Children have good opportunities to learn about the natural world in ways that motivate their enthusiasm for learning. For example, using real items, they commented on the life cycle of a caterpillar, demonstrating their understanding of a cocoon and chrysalis. Later children eagerly enjoyed a story which reinforced their knowledge.

- The special educational needs coordinator has a good understanding of her responsibilities. Staff quickly identify any additional needs that children have and work effectively with outside agencies and parents to support them. They use early years funding appropriately. For example, they have purchased a tent to provide a quiet space for children who need time to be calm, and pay for additional staff when needed.
- Children behave well and older children develop a positive awareness that some may need more support to manage their feelings. They have a good understanding of their uniqueness and their similarities. For example, children know that they live in the same village as their friends, but their homes and families are different.
- Strong partnerships with parents and the school help children to settle quickly and transfer to school, feeling secure and eager to learn. Staff work closely with parents to get to know the small group of children well. This enables them to plan effectively as soon as children start at the setting.
- Staff sometimes miss opportunities for children to make predications and test their ideas. For example, when young children noticed a toy worm was too big for their pot, they did not extend this to help them predict which other creatures would fit or how many they could get in one pot, and then find out if they were right.
- Children are confident communicators. They ask and answer questions and staff help them to recall previous learning, preparing them well for school. However, although girls are eager to practise their writing skills, staff occasionally miss opportunities to encourage older boys to do the same.

Safeguarding

The arrangements for safeguarding are effective.

The supervisor and all staff attend training to ensure they have a good knowledge of child protection and wider safeguarding procedures. Staff understand the importance of whistle-blowing and know the appropriate action to take if they are concerned that children may be at risk. Good recruitment procedures help to ensure staff are suitable. The supervisor regularly seeks declarations from staff that there are no changes which may impact on their ongoing suitability. Children develop a good awareness of managing risks and keeping safe. For example, they know that they must use the trampoline one child at a time.

What does the setting need to do to improve?

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

- help children to make predications and test their ideas
- support older boys further in developing their literacy skills.

Setting details

Unique reference number	143146
Local authority	Somerset
Inspection number	10126086
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	18
Number of children on roll	13
Name of registered person	West Chinnock Playschool Committee
Registered person unique reference number	RP522377
Telephone number	01935 881 170
Date of previous inspection	2 July 2015

Information about this early years setting

West Chinnock Playschool registered in 1999 and is run by a parent committee. It operates from West Chinnock Primary School in West Chinnock, Somerset. The pre-school is open Monday to Friday from 9am to 3pm, during term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. The committee employs four staff. Of these, the manager and deputy hold an early years qualification at level 3, and one member of staff holds a qualification at level 2.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The supervisor and the inspector carried out a learning walk to find out the aims and rationale of the setting.
- Parents' views were sought and the inspector spoke to staff at convenient times.
- The inspector held a meeting with the supervisor and carried out a joint observation.
- Documentation was sampled, including safeguarding information.

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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