

Inspection of Locking Preschool

Locking Cp School, Meadow Drive, Locking, Weston-Super-Mare, Somerset BS24 8BB

Inspection date: 24 June 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy as they eagerly arrive and go in to play at pre-school. They form secure relationships with the staff, who nurture each child individually. Children learn to share and cooperate with their peers. They have consistently high levels of self-control and a positive attitude towards learning. Even the youngest children patiently wait to take turns when playing in a group with the robot. Staff set clear behaviour expectations and children listen to and follow instructions well. All children are involved in activities and they demonstrate an eagerness and a motivation to learn. For instance, children remain focused as they work together with their peers and staff to identify what objects could be in the sensory bags using touch, sound and smell. Children confidently use a wide range of language, demonstrating their understanding and communicating their thoughts effectively. Children beam with joy as they correctly guess what they have found.

Leaders and staff are passionate about what they do, and they have high expectations for all children. Their excitement and enthusiasm ignites children's interests and passion for learning. Staff implement a focused curriculum that targets children's learning and specific needs extremely well.

Leaders are aware of the impact that COVID-19 may have had on the children, their families and the staff. They have adapted how they work with parents to support children's transitions in to the pre-school. A member of staff has taken part in training to support mental health and well-being to support children's personal, social and emotional needs more effectively.

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

- Leaders and staff are passionate about what they do and they have high expectations for all children. Staff benefit from excellent training opportunities that help to develop their expert skills and qualifications even further. Training and support is targeted exceptionally well to meet the needs of the children, staff and their families. For instance, staff reflect positively on the recent training on oral health. This was also shared with parents so that they are more informed about helping their children to look after their teeth.
- Children are consistently engaged and happy. They are enthusiastic learners, who are keen to play and learn. Even the youngest children are able to sit, focus and concentrate during group activities. Staff use children's interests well to engage them and develop their ideas further. Children enjoy stories, and staff use their love of books to create their own life-size characters on the floor in the garden. Children excitedly describe what their character looks like as they work with staff to draw them.
- Children with special educational needs and/or disabilities are exceptionally well

supported to make better progress in their learning. For instance, staff work closely with the other professionals involved in children's care and they target teaching well to focus on areas where children need additional support. Children enjoy taking part in language sessions where staff help them to increase their vocabulary and extend their confidence in social situations.

- Partnerships with parents are very strong and well established. Leaders and staff know the children and their families exceptionally well. They take time to get to know how they can support each family. Staff ensure that they form partnerships with the other professionals who work with children and their families to create a shared approach to care and learning. Parents say that staff go above and beyond to support them and their children. They access advice and effective support well. Parents say that their children love attending the pre-school.
- Staff place high emphasis on ensuring that all children hear and develop a rich vocabulary. Staff extend this as they give children clear explanations to help them understand new words. Children enjoy adding new words that they have learned to the 'wow word tree' and staff regularly check what children understand of the new vocabulary that they have learned. Children confidently talk about what the words are and what they mean.
- Staff have an excellent understanding of how children learn. They ensure that children are well equipped for the next stage of their learning and the move on to school. Leaders ensure that they monitor children's progress closely to identify gaps and support children appropriately. Leaders use additional funding well to target individual support precisely. For instance, they have accessed additional resources to support children's emotional needs.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff ensure that children's safety and welfare are the highest priority. All staff have an excellent understanding of their responsibilities to keep children safe. Leaders ensure that staff keep training up to date and relevant so that they are confident at implementing safeguarding procedures. Staff have a secure understanding of how to report and act on any concerns about children's welfare. Leaders work exceptionally well with other professionals to provide children and their families with the support and guidance that they need. Staff help children to learn how to keep themselves safe in and out of the pre-school. Children learn how to manage risks independently as staff support them to use knives safely as they cut fruit and vegetables. Children learn about issues such as internet safety.

Setting details

Unique reference number	2567830
Local authority	North Somerset
Inspection number	10239407
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	62
Name of registered person	Locking Pre School Committee
Registered person unique reference number	RP905679
Telephone number	07810242330
Date of previous inspection	Not applicable

Information about this early years setting

Locking Preschool registered in 2020. It is located in Weston-Super-Mare, North Somerset. The pre-school is open from 8am until 3.30pm, Monday to Friday, during term time only. The pre-school is run by a committee and there are nine members of staff employed. Of these, one member of staff holds qualified teacher status, six hold qualifications at level 3 and one at level 2. The pre-school receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Victoria Nicolson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector carried out a joint observation of an activity with the manager and discussed its effectiveness.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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