

Inspection of Kingsbury Episcopi Pre-School

Kingsbury Episcopi Primary School, Stenbridge, Martock, Somerset TA12 6BP

Inspection date: 19 July 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children enjoy attending this small, rural pre-school. They demonstrate how settled and safe they feel at the setting as they move around independently and with confidence. The caring staff have a thorough understanding of what each child needs to learn. They have high expectations for them and provide a wide variety of resources and activities which help children make good progress from their individual starting points. Children are active learners who make independent choices about their play and focus well on activities. These include exploring play dough, smelling fresh herbs and practising using scissors. They join in group activities, such as singing, with great enjoyment and enthusiastically repeat the refrains. Staff provide a particularly good level of challenge for more able children, responding to their particular interest and taking account of their level of achievement.

Children are exceptionally well behaved. Staff help them learn about their emotions and how to manage them. This enables children to regulate their behaviour highly effectively and build successful relationships. Children have excellent manners which they use spontaneously. The staff have attended training about managing children's anxiety and used what they learned to provide therapeutic activities, like breathing exercises and relaxation times. This promotes children's well-being.

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

- Children are extremely confident. They arrive full of enthusiasm to join in with activities and have a strong drive to explore. For example, they relish investigating coloured blocks of ice as they melt and trying to dig out the items frozen inside. Staff have worked successfully to help children develop their social skills after the impact of the Covid-19 pandemic. Children show great care and respect for others and build really close bonds with one another. They skilfully negotiate taking turns and sharing, using a sand timer to help them see when it is their turn.
- Staff know children well. They work with parents to find out what each child can already do. They then make effective use of observations and assessments to identify and plan for what children need to do next. Staff interact well with the children and offer plenty of support and encouragement. They use effective teaching methods, such as questioning and modelling, which help all children to make good progress. However, on occasion, staff do not consider the support required by younger children to get the most out of learning opportunities.
- Children are confident communicators who chat with their friends, staff and visitors about a wide range of topics. For example, at snack time they talk to staff about the fruit they are eating and whose garden it has come from. Staff introduce new vocabulary to extend children's language skills. As children

explore melting ice they learn new words, such as 'discovery.'

- Children learn about healthy lifestyles and self care. They demonstrate that they know the thorough handwashing routines and follow these carefully. Older children manage their own toileting with confidence. Children try new healthy foods, such as plums, and know that they need to drink more water in hot weather.
- The close-knit staff work successfully together. They have ongoing discussions about the children and how to support them and the manager values staff's views and ideas. They also discuss the quality of what they provide and consider improvements that they could make. This ensures that the provision is continually developing.
- Staff work well with parents to keep them informed about their children's progress and involved in their learning. They use effective methods of communication, including discussion, meetings, newsletters and emails. Parents report that they receive regular updates and are invited to add their comments about how children are progressing at home. This gives staff a more rounded picture of each child's development.
- Staff provide an inviting and interesting environment with plenty of resources. However, some areas are cluttered due to the number of toys and lack of storage. This affects children's ability to play and learn as effectively as possible.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their responsibility to safeguard children. They complete relevant training and regularly discuss safeguarding issues to ensure that their knowledge is up to date. Staff understand the possible signs that children are at risk of harm and know what to do if they have any concerns. They understand their responsibility to escalate any concerns outside the pre-school if necessary. Staff help children learn about staying safe. For example, they ask children to consider ways in which they can keep cool and safe in the hot weather, Children discuss this and come up with ideas, including wearing hats and using cool blocks in their packed lunches to keep their food cold.

What does the setting need to do to improve?

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

- enhance staff's support for younger children to help them continue to make sustained progress and get the most out of learning opportunities
- review the environment to ensure that it fully supports children's learning.

Setting details

Unique reference number	EY284915
Local authority	Somerset
Inspection number	10220298
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	26
Number of children on roll	23
Name of registered person	Kingsbury Episcopi Pre-School Playgroup Committee
Registered person unique reference number	RP524258
Telephone number	01460 241004
Date of previous inspection	13 September 2016

Information about this early years setting

Kingsbury Episcopi Pre-School re-registered in 2004. It is situated in the grounds of Kingsbury Episcopi Primary School, in Stembbridge, near Martock in Somerset. It is open Monday to Friday from 9am to 3.15pm during term time only. The pre-school receives funding to provide free early years education for children aged two, three and four years. There are five staff. The manager holds early years teacher status and three staff hold qualifications at level 3.

Information about this inspection

Inspector

Catherine Sample

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 spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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 carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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