

# Inspection of Crewkerne Methodist Pre School

Crewkerne Methodist Church, South Street, CREWKERNE, Somerset TA18 8DB

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Inspection date: 21 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children come in happy and confident. They go straight to their favourite activities, say goodbye to their parents and settle quickly. Leaders plan a broad curriculum, offering a wide variety of activities that children are keen to explore. For example, children match numbered keys with the corresponding lock to undo the padlocks. They unlock a variety of fastenings on an activity board to open the doors and find the animal pictures behind, enthusiastically sharing their achievement with others.

Children behave well. They wait patiently at the snack table, taking turns to get their fruit. Staff are clear on the expectations for children's behaviour and support children to share with each other. Children are polite, and staff model saying 'please' and 'thank you'. Children confidently ask staff for help when they need it. For example, children decide that they want to move an activity from the table to the floor and ask staff to help.

Parents are highly complimentary of the pre-school and the staff. They speak warmly of the care their children receive and how enthusiastic their children are to attend the pre-school. Parents appreciate the support staff offer with their children's development.

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

- Children are imaginative in their play, using the role-play area and small-world activities to play out experiences they have had. Staff enthusiastically join in, following children's lead in the play. For example, children pretend to iron the dolls' clothes and staff encourage them to talk about when they have seen their parents iron at home.
- Staff support children's independence well. They encourage children to put on their own coats to go outside and to take them off and hang them up themselves when they come in. Children are supported to serve themselves snack from a selection of healthy fruits and to pour their own milk or water.
- At times, staff engage with children in meaningful conversations. For example, they notice that children are watching the rain splashing on the ground outside and talk about what they are seeing. However, staff do not always focus on interactions with the children who need it most, to encourage their development of communication and language. At times, staff miss opportunities to involve the quieter children in a conversation or to encourage children to communicate their needs.
- Children are starting to learn about their physical care needs. For example, they learn to wash their hands thoroughly and confidently go to wash their hands when they get messy, telling adults that they do not need help.
- Staff know the children well. They know what children are interested in and use

this to engage them in activities. Staff identify what they would like children to learn next and plan activities around this. However, the activities on offer do not always challenge children sufficiently, and staff do not regularly extend the activities to develop children's learning further. For example, as children pretend to buy flowers from the pretend flower shop, staff join in and follow children's lead, but do not extend the play.

- Leaders plan visits, such as going to the library and local shop. This gives children the opportunity to learn about their local community.
- The pre-school has strong links with other nearby settings and schools. Leaders work with local schools to identify the skills that will help children most when it is time for them to move on from the pre-school. They use this information when deciding what they want children to learn. For example, they are working with children on developing their independence and in asking for help when they need it.
- Leaders attend training to improve their knowledge and skills and share what they learn with staff through regular staff meetings.

## Safeguarding

The arrangements for safeguarding are effective.

Staff undertake safeguarding training and understand the signs and symptoms that may indicate a child is at risk of harm. They know the processes to follow to report their concerns, including any concerns relating to another member of staff. Leaders attend regular meetings to update their knowledge of safeguarding, for example, about county lines and the 'Prevent' Duty. Leaders and managers complete checks to ensure that all staff are suitable to work with children.

## What does the setting need to do to improve?

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

- further support children's development of communication and language, focusing on interactions with the children who need it most
- provide activities that challenge children to extend their learning and development further.

## Setting details

<b>Unique reference number</b>	EY280504
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10234784
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	26
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Crewkerne Methodist Church Committee
<b>Registered person unique reference number</b>	RP523747
<b>Telephone number</b>	01460 77078
<b>Date of previous inspection</b>	9 January 2017

## Information about this early years setting

Crewkerne Methodist Pre School registered in 2004. It is situated in Crewkerne, Somerset. This church committee-run pre-school is open Monday to Friday, from 8.30am until 3.30pm, 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 three staff employed. Of these, one holds an early years foundation degree and two hold early years qualifications at level 3.

## Information about this inspection

### Inspector

Louisa Painter

## 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 supervisor joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector what they like to do when they are at pre-school.
- The supervisor and inspector completed a joint observation of an activity.
- The inspector talked to staff 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 looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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