

Inspection of Tatworth Pre School

Memorial Hall, Kents Lane, Tatworth, Somerset TA20 2QW

Inspection date: 6 February 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
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 have secure attachments with staff and are confident in the setting. They play and explore on arrival, investigating the resources and are supported well by staff. For example, they manipulate play dough, using their hands and a range of tools. Staff help them to recognise shapes and count as they play. Even younger children engage with the staff, start conversations and are confident to make their needs known. Children enjoy small group activities, where they deepen their concentration and knowledge. For example, they develop a love of books as they discuss the characters, recall the story and decide which animals make the best pet. Children have excellent opportunities to be physically active indoors and outdoors. They get to vote on what kind of daily exercise to take part in as a group, which also teaches them about democracy.

Parents confirm how much their children enjoy attending the pre-school and how well they are progressing. Most parents comment on how pleased they are with the communication. For example, they get emails, termly reports and meetings, and daily information on activities. They appreciate the manager's care and assistance. Staff work successfully with parents to support children, such as potty training, language skills and reading together.

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

- The manager has involved parents, staff, and the local school, in planning a new and ambitious curriculum. They ensure they sequence a wide range of activities and experiences, for children to eventually gain the skills they need for school. The manager has supported staff in thinking more deeply about the planning and how this will benefit the children. For example, following the Covid-19 pandemic lockdowns, when children had less opportunity for physical play, they introduced a daily physical programme, to improve children's core strength.
- Staff seek good information on what children can already do and monitor their progress successfully. They ensure they consider children's individual learning needs and interests, which motivates their eagerness to take part. For example, boys who are not interested in mark making as part of the table activities enjoy making notes on clip boards, as they engage in role play and construction. They happily lie on the ground to engage in a whole group activity to draw on a large scale.
- Most staff notice nonverbal communication, such as knowing smiling means children are happy with a suggestion, or recognising when a child needs the toilet. Staff skilfully question children; they add vocabulary and expressive language, adjusting their questioning techniques according to children's understanding. However, occasionally children talk over each other and are not always supported in listening.
- Children thoroughly enjoy taking on responsibility and becoming highly

independent. For example, they are eager to be the helper, learning to use knives safely to chop fruit, cleaning tables and ensuring the milk jug is refilled. Even young children independently wash their hands and operate the pedal bin to dispose of the paper towel. Children confidently find their own pegs and older children demonstrate how easily they can put their coat on.

- Children gain an excellent awareness of each other's differences. Staff provide a highly positive and inclusive environment. There is a strong emphasis on valuing each other, respecting their own community and the wider world. Children with special educational needs take a full and active role, as staff have high expectations of their achievements. The special educational needs coordinator has a good focus on early intervention and support for families, to ensure gaps close and all children make good progress.
- The manager intends for staff to help children manage conflict until they can resolve issues for themselves. Children's behaviour is good and when asked what they can do about all wanting the same resource, they say, 'sharing is caring'. However, staff do not always help children understand when their time is up, so they do not pass the resource on.
- The manager has strong leadership skills, working directly with the staff and children, providing a positive role model. The manager ensures that funding is used effectively to benefit the children, such as staff training. For example, a programme on boosting children's speech was so effective with children requiring additional support, that they now use it with all children over three years, to embed their skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a strong knowledge of safeguarding children. It is the first item discussed at every staff meeting. The manager has a good knowledge of all the children and provides effective support for families, ensuring they get the help they need. She makes timely referrals if she has concerns about a child's welfare and thoroughly investigates any allegations. Staff know what to do should they be concerned about colleagues and who to go to outside of the organisation. Children develop an excellent awareness of keeping themselves safe. Staff and children carry out very good risk assessments, enabling children to make effective decisions about their own safety.

What does the setting need to do to improve?

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

- focus staff development on embedding the curriculum intent, to help children listen to each other and resolve conflict for themselves.

Setting details

Unique reference number	142960
Local authority	Somerset
Inspection number	10264221
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	25
Name of registered person	Tatworth Pre-School Committee
Registered person unique reference number	RP904756
Telephone number	01460 220797
Date of previous inspection	8 June 2017

Information about this early years setting

Tatworth Pre School registered in 2010. It operates from purpose-built accommodation in Tatworth, Somerset. It opens five days a week, from 8.30am until 4pm, during school term time. The setting receives funding to provide free early education for children aged two, three and four years. The voluntary committee employs eight staff. Of these, two hold an appropriate early years qualification at level 6 and six hold an early years qualification at level 3.

Information about this inspection

Inspector

Elaine Douglas

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 led the inspector on a learning walk to discuss the curriculum and what they want the children to learn.
- The inspectors talked to the committee chairperson, staff, parents and children during the inspection and took account of their views.
- The manager and inspector carried out a joint observation on a small group activity and discussed the quality of teaching and learning.
- The inspector observed the quality of education indoors and outdoors and assessed the impact this was having on children's learning.
- The manager and inspector held a leadership and management meeting and the inspector checked relevant 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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