

# Inspection of Cannington Pre-School

Brook Street, Cannington, Bridgwater, Somerset TA5 2HP

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Inspection date: 15 May 2023

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are welcomed by caring and nurturing staff, who know them very well. They are excited to explore the very well-planned environment and take part in the purposeful activities staff provide.

All children make excellent progress, including those with special educational needs and/or disabilities (SEND). Staff are patient and give children the time that they need to engage in activities and incorporate learning into all parts of their play and daily routine.

Children are extremely independent. For instance, children use safety knives to chop and peel their own snack, recycle their banana skins and then wash up their plates. Staff seize this opportunity to teach them new language, such as 'serrated' and 'compost'.

Staff have high expectations for children's behaviour, which is exemplary throughout the nursery. Staff are brilliant role models and skilfully teach children how to share and take turns. They use effective strategies to value good behaviour and encourage persistence. Children show excellent levels of concentration. For example, they carefully fill watering cans with water and take care to 'transport' it safely.

Staff engage children in meaningful conversations, using rich and varied language. They ask open-ended questions, and encourage children to express their thoughts, ideas and feelings. This helps support their communication and language.

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

- Children listen to a wealth of stories each day and delight in joining in with familiar phrases. Staff read to children in a way that excites them. Children join in with the stories with pleasure. For instance, they pretend to fly like butterflies when reading, 'The Very Hungry Caterpillar'. Children quickly develop a strong interest in books and stories.
- Protecting the environment plays an important role in the setting's curriculum and ethos. The children have been awarded an 'Eco Award' for looking after their environment. They have worked with the staff to plant flowers and deliver them in their community. They learn about recycling and demonstrate how they do this in the setting.
- Staff demonstrate high expectations and an unwavering commitment to providing the best possible experiences for children. They skilfully identify areas where children require additional support and guidance. Through careful planning, they create meaningful activities that effectively address any learning

gaps. As a result of these dedicated efforts, children consistently make rapid and sustained progress.

- Leaders are passionate about the care and education they provide. They have assembled a dedicated staff team that wholeheartedly embrace the values of the setting. Through regular reflection, they actively seek ways to enhance outcomes for children. Staff members express high levels of support and work-life balance. This positive environment is evident in the low staff turnover, which parents appreciate as it ensures continuity of care and support for children and families.
- Children have many opportunities to develop their physical skills. Children learn to confidently navigate the outside space. They run, use large equipment to dig and jump from raised platforms. Children relish outdoor play. For instance, they sit and chat with friends in the 'nest area' and are delighted to discover baby birds flying in and out of their bird box.
- Staff demonstrate exceptionally high partnerships with parents. For instance, staff regularly share observations of the children via an online application. Parents feel their knowledge of their children is valued and praise the highly effective key-person system. They are able to identify the progress their child has made since attending the setting and praise the settling-in process.
- Leaders have forged excellent links with the linked school. Staff facilitate older children's transition sessions to the school. Staff use this time well to share important information about children's current learning needs. This important working partnership means children are very well prepared to start school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff show a strong obligation to keep children safe. They confidently know how to identify children who might be at risk of harm or abuse and the procedures to follow to record and report their concerns. Staff are aware of the signs that may indicate that a child is at risk, including the risks associated with exposure to extreme views and beliefs. They also show a deep understanding of the whistle-blowing policy and when to use it. Leaders follow safe recruitment procedures to ensure that all staff are suitable to work with children. They also ensure ongoing suitability of all its members of staff so that they remain safe and suitable.

## Setting details

<b>Unique reference number</b>	EY376214
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10286059
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Cannington Preschool Committee
<b>Registered person unique reference number</b>	RP905970
<b>Telephone number</b>	01278 652 720
<b>Date of previous inspection</b>	31 October 2017

## Information about this early years setting

Cannington Pre-School is run by a voluntary committee. It registered at its current location in 2008. The pre-school operates from the grounds of Cannington Primary School, Somerset. The pre-school is open each weekday during term time, from 8.45am to 3.15pm. The pre-school receives funding to provide early education for three- and four-year-old children. There are seven members of staff working with the children. The manager holds an early years qualification at level 6, three staff hold an early years qualification at level 3 and three members of staff are unqualified.

## Information about this inspection

**Inspector**  
Rosie Pool

## Inspection activities

- This was the first routine inspection the provider has 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 inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- 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 deputy manager, manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Parents shared their views of the setting with the inspector.

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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