

West Buckland Pre-School

The Village Hall, Silver Street, West Buckland, WELLINGTON, Somerset, TA21 9NA



Inspection date

30 January 2015

Previous inspection date

22 February 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- There have been recent changes to the committee. Most new committee members have not completed the process to notify Ofsted of these changes. Consequently, Ofsted do not have up-to-date information about all of those responsible for the setting. However, they have completed Disclosure and Barring Service checks to confirm their suitability.
- Staff do not make the most of routines, such as snack time, to encourage children to be more independent.

It has the following strengths

- The quality of teaching is very strong. Staff have a thorough understanding of how children learn and develop, and their individual learning styles. They use this knowledge effectively to plan stimulating and challenging activities that extend children's learning. Consequently, children make rapid progress in relation to their starting points, and are ready for future learning opportunities.
- Staff observe children successfully and effectively identify their stages of development to assess their individual progress.
- Children are immensely happy and confident and have very good self-esteem. Excellent settling-in processes mean children quickly develop strong relationships with staff. Staff work effectively with parents and carers. They share information very well, meaning parents and carers become actively involved in their children's learning.
- Strong performance management and staff supervision results in a confident and skilful team who work extremely well together to meet children's needs.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the management committee understand the requirement to promptly inform Ofsted of any changes to its members, and know the correct process to follow to do this.

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

- make better use of routines, such as snack time, to encourage children to practise their independence skills.

Inspection activities

- The inspector observed children engaged in activities and their interactions with staff.
- The inspector held discussions with parents, children and staff.
- The inspector held meetings with the manager and representatives of the committee.
- The inspector sampled regulatory documentation relating to safeguarding children and promoting their welfare.
- The inspector tracked children's play and sampled their learning records.

Inspector

Julie Neal

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children make very good progress in relation to their starting points because teaching is of a consistently high quality. Staff are very knowledgeable about each child's individual needs, their starting points on entry, the progress they are making, and specific learning objectives. Extremely thorough systems monitor the effectiveness of the learning provision. If any children are falling behind expected levels, staff work very closely with parents and any other relevant professionals to enable each child to make good progress. Children are enthusiastic and eager to explore activities and resources. They learn to make links between what they do in the setting and at home. For example, children brought cardboard tubes from home to show how they copied experiments with tubes and gutters enjoyed in the setting. Staff support children's ideas well while extending their learning. For example, children using the water tray were fascinated by the underside of a toy starfish, which had suckers on the limbs. Staff wondered aloud if each limb had the same amount. This immediately led to children counting and comparing, and an animated discussion about why starfish have suckers.

The contribution of the early years provision to the well-being of children is good

Children are extremely confident. Two-year-olds demonstrate high self-esteem, for example, they cheerily say goodbye to parents and eagerly seek out staff and friends. Children's behaviour is very good because staff create a calm and supportive environment where everyone takes turns and helps each other. Children are independent and manage their own needs well. However, staff pour their drinks for them at snack time, which children are capable of doing themselves. Staff implement extremely thorough risk assessments to keep children safe. For example, children enjoy exciting outdoor activities, such as cooking over a campfire. These are carried out safely because staff are suitably trained in this type of activity. Their risk assessments are detailed to address possible hazards, and children are taught how to keep themselves safe as part of their preparation.

The effectiveness of the leadership and management of the early years provision requires improvement

The setting had not notified Ofsted of all changes to the management committee due to a misunderstanding regarding the process. It is a requirement to do so. However, new committee members had completed Disclosure and Barring Service checks to confirm their suitability. They do not work directly with the children, and staff supervise children at all times. Consequently, there is no direct impact on children's safety or how well staff safeguard them. This is because staff are clear of safeguarding procedures. Self-evaluation and staff performance management is effective and results in improvements that benefit children. For example, training on the uniqueness of two-year-olds results in more focused planning to meet this age group's needs.

Setting details

Unique reference number	143071
Local authority	Somerset
Inspection number	836653
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	25
Number of children on roll	12
Name of provider	West Buckland Playgroup Committee
Date of previous inspection	22 February 2010
Telephone number	07779459386

West Buckland Pre-School is run by a committee of parents. They opened in 1982. The pre-school operates from the village hall, with an outdoor play area and access to a playground and playing fields. The pre-school is open Monday and Friday from 9am to 2.30pm. On Tuesdays they open from 9am to 1pm. They provide funded early education for two-, three-, and four-year-old children. The pre-school employs three members of staff. Of these, one holds a relevant level 4 qualification and one a level 3. The remaining member of staff is unqualified and working towards a recognised childcare qualification.

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