

Little Horseshoe Nursery (St. Peter's)



St. Peter's First School, Doniford Road, Williton, Taunton, Somerset, TA4 4SF

Inspection date 16 February 2015
Previous inspection date 25 January 2011

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Outstanding | 1 |
| 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 | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Children are actively involved and motivated to learn. Staff organise the learning environment very well, plan interesting activities and interact effectively with children. Consequently, children make good progress in their learning.
- Staff use their knowledge from specific training to promote children's communication and language skills effectively. They talk with older children, asking questions and encouraging them to share their experiences. Staff respond well to young children's babble, providing a good quality language-rich environment.
- Leadership and management is focused on driving improvement and consistent practice with a new staff team. There is a strong commitment to professional development. There are effective systems to provide targeted support to coach and train staff to deliver the requirements of the Early Years Foundation Stage.
- Children develop confidence in undertaking self-care tasks. Staff use familiar routines to encourage their independence and understanding of safety and hygiene to maintain their well-being.

It is not yet outstanding because:

- On occasion, staff are too quick to provide a solution and do not always give children time to respond to questions.
- Current arrangements do not consistently encourage parents to share information about children's achievements at home with their child's key person.

What the setting needs to do to improve further

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

- allow more time for children to answer questions and test their ideas
- strengthen arrangements for obtaining information from parents about their children's achievements at home.

Inspection activities

- The inspector observed all age groups playing inside and outdoors.
- The inspector talked with children, parents, staff and the management team at convenient times during the inspection.
- The inspector and manager completed a joint observation of a small group time with older children.
- The inspector sampled a range of documentation including learning diaries, self-evaluation, written views of parents and policies and procedures.

Inspector

Rachael Williams

Inspection findings

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

Staff provide a stimulating range of experiences influenced by children's interests and staff's good understanding of children's next steps. Children express themselves creatively and persevere with self-chosen activities, such as cutting materials to size for their creations. Staff challenge children's learning through positive interactions, especially in promoting children's communication and language skills. There are good opportunities for children to explore and test their ideas independently. However, on occasion, staff posed questions and offered solutions too quickly. Children are confident to share their findings with unfamiliar adults, such as to recall why some objects float in the water. Staff develop children's mathematical skills well, such as counting and introducing them to mathematical language. Younger children enjoy treasure baskets that develop their natural curiosity and problem-solving skills well. They used good fine motor skills to link cars together and explored the best way to get a spoon inside a spring. They use their senses well to explore. They thoroughly enjoyed investigating sound as they banged a metal bowl with a wooden spoon and explored the different textures of brushes.

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

Staff provide a welcoming, well-resourced environment with familiar routines. Through effective information sharing with parents, staff have a good knowledge of their key children, which promotes their emotional security. Children play regularly outside to be physically active and explore. They listened carefully to instructions to operate the camera and took turns to photograph the insects they found under the wooden stools. Children follow good hygienic practices, such as accessing tissues to wipe their noses and to wash their hands to reduce the spread of germs. Older children enjoy the responsibility of helping to prepare a healthy snack, developing good independent skills for their future learning. They clean the table, pour drinks and prepare their snack. They demonstrated a good understanding of safe practices when using knives to cut their orange.

The effectiveness of the leadership and management of the early years provision is good

Leaders, managers and staff have a good knowledge of Early Years Foundation Stage requirements. They work collaboratively to drive improvement, accurately assessing the provision and developing key action plans, such as to make better use of the outdoor areas. There are rigorous systems to vet staff and ensure they understand their role and responsibilities. This includes safeguarding children. Staff provide a safe and secure environment, which they comprehensively risk assess. Staff work cohesively with other professionals to provide a continuous approach to children's care and development. However, they do not always gain information about children's achievements at home from parents to influence their planning further.

Setting details

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|------------------------------------|------------------------------|
| Unique reference number | EY304032 |
| Local authority | Somerset |
| Inspection number | 827093 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 38 |
| Number of children on roll | 52 |
| Name of provider | Pre-School Learning Alliance |
| Date of previous inspection | 25 January 2011 |
| Telephone number | 01984 639182 |

Little Horseshoe Nursery is run by the Pre-School Learning Alliance and opened in 2005. They operate from premises on the grounds of St Peter's First School in Williton, Somerset. Children have access to an enclosed outdoor play area and the school's outdoor provision. The nursery is open each weekday from 8am to 5pm all year round. They are registered on the Early Years Register. The nursery receives funding to provide free early education for children aged two, three and four-years. There are nine members of staff. The managers hold an early years qualification, one at level 6, and one has Early Years Professional status. Of the remaining staff team, four staff hold early years qualifications at level 3 and three hold early years qualifications at level 2. The nursery employs a cook.

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