

Timberscombe Pre School

Timberscombe C E VA First School, Timberscombe, MINEHEAD, Somerset, TA24 7TY



Inspection date	19 May 2015
Previous inspection date	10 May 2011

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

Summary of key findings for parents

This provision is good

- Children thoroughly enjoy their time in the setting. They are eager to come in and explore the very good range of resources and activities available to them. Although space is limited, staff make very good use of it, and the setting is bright and welcoming. Most resources are at children's level, giving them plenty of choice.
- Children make good progress in relation to their starting points. Staff make good observations and assessments of children. They use these very well in identifying where children are making progress and where they may need additional support.
- Children develop very good relationships with staff. Their self-esteem is good and younger children confidently take part in group discussions with their older friends.
- Staff prepare children well for the next stage in learning, including the move to school. Strong relationships with the village school mean that children know their future teachers.
- The management team has made positive changes to systems to encourage staff to reflect on their own and the setting's practice. For example, they have introduced regular team meetings and more frequent staff supervision meetings.

It is not yet outstanding because:

- Some children were uncooperative when it was time to tidy up before snack. Although most children were keen to help, staff had to speak to some children several times before they responded.
- Staff do not make effective use of settling-in visits to encourage parents to be involved in identifying children's starting points. Parents provide some information on an 'all about me' form but sometimes this is very limited.

What the setting needs to do to improve further

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

- improve strategies to gain children's attention, and to encourage them to listen to and follow instructions at busy times of the day
- make better use of settling-in visits to begin to engage parents in children's learning from the outset.

Inspection activities

- The inspector held discussions with children, parents and staff.
- The inspector held meetings with the management team, including committee representatives.
- The inspector tracked children at play and sampled their learning records.
- The inspector observed children engaged in activities, and the way staff interacted with them.

Inspector

Julie Neal

Inspection findings

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

The quality of teaching is good. Staff have a thorough understanding of the early learning goals and how to plan activities to ensure all children make good progress. Children communicate very well and are keen to share their thoughts and ideas. Staff are skilled at encouraging children to expand on these, challenging their thought processes. For example, staff and children were exploring a collection of shells and pebbles. They talked about the shape and the feel of each item, and how these were similar or different. Children and staff knew the names of some shells but not others. When asked how they could find out the names of these shells, children eagerly suggested books. With a little prompting, children also identified they could use the computer to look things up, which they went on to do. Children thoroughly enjoy being creative. For example, they used a range of recycled materials to make some wonderfully unique items, including traffic lights, drums and a museum for paint brushes.

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

Children show a good understanding of how to act safely. For example, a current favourite activity among children is role playing superheroes. Staff understand the value of this type of imaginary play, and the benefits to children in terms of being physically active. They have taught children that there are safety rules for this sort of play, such as no physical contact. Children help to lay tables at mealtimes and clear away afterwards, and enjoy taking responsibility. Staff make good use of such routines to encourage children to practise their number skills. For example, children quickly calculated how many more plates and cups they needed to set each place. Children develop a good understanding of how their bodies work. For example, they talked about why they had their snack by a certain time because any later and 'we would not be hungry for lunch'.

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

Leadership and management are good. The committee supports the manager and her team well. Safeguarding procedures, which help protect children from harm, are thorough and implemented very effectively. Staff build strong partnerships with parents and other professionals in order to share information and to make sure they continue to meet children's individual needs. Although parents have little input in identifying children's starting points, they have good levels of ongoing participation in children's learning. For example, staff make six-weekly progress reports and meet with parents to gain their views. They share ideas for supporting learning at home when parents collect their children, and these often reflect what children have learned that day. Parents respond very well and share 'wow' moments to build on children's achievements at home.

Setting details

Unique reference number	EY415083
Local authority	Somerset
Inspection number	832232
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	10
Number of children on roll	12
Name of provider	Timberscombe Pre School Committee
Date of previous inspection	10 May 2011
Telephone number	01643841259

Timberscombe Pre-School is run by a voluntary committee. It registered in its current premises within Timberscombe First School, in the village of Timberscombe, near Minehead, Somerset, in 2010. The setting has a small enclosed outdoor area and has use of the school playgrounds. The setting receives funding for early years education for two-, three- and four-year-old children. The setting is open during term time only. It is open from 9am to 3pm on Mondays and Tuesdays, and 8.50am to 11.50am on Wednesdays. There are three members of staff working with children, all of whom have early years qualifications at level 3.

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