

Avon Small Saints Pre-School



C/o All Saints VA C of E Primary School, High Street, Netheravon, Salisbury, Wiltshire, SP4 9PJ

Inspection date	18 January 2016
Previous inspection date	23 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children benefit from a shared approach to their learning between pre-school and their home. Staff form strong and very supportive partnerships with parents, involving them in their children's learning. Children make good progress in their learning from their starting points.
- The manager uses self-evaluation successfully to promote targeted improvements that bring about positive change. This process has had a very positive impact on the quality of provision since the last inspection.
- Children treat each other with kindness and with respect. They are happy and settled as they play. Children enjoy a very well-considered learning environment. The management team and staff have worked hard to improve this since the last inspection.
- Staff plan a good balance and variety of learning opportunities. Children are keen to take part in activities and engage well. They consistently behave very well

It is not yet outstanding because:

- Occasionally, staff miss opportunities to extend children's thinking skills during everyday play situations to help them make the best progress possible in their learning.
- Although the manager and staff share information about children with Reception Class teachers before children move to school, they are not fully successful in extending these relationships to help smooth the move for children as well as possible.

What the setting needs to do to improve further

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

- make full use of all children's play experiences to consistently challenge their thinking skills, to help them make rapid improvements in their learning
- build further on the effective partnerships with other professionals to offer as much support as possible for children to prepare for their move to school.

Inspection activities

- The inspector observed staff and their interaction with children, inside and outside.
- The inspector conducted a joint observation with the manager.
- The inspector conducted a leadership and management meeting.
- The inspector looked at a sample of documentation, including children's learning journals.
- The inspector took the written views of parents into account.

Inspector

Angela Cogan

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Management and staff understand child protection issues and safeguarding procedures. They successfully promote the safety and welfare of all children. The manager monitors staff performance through regular supervision meetings and formal observations of staff practice. She is good at identifying staff training needs and takes responsibility for raising the quality of interactions between staff and children. For example, through recent training, staff have developed very positive strategies to help develop children's language and communication skills. This has improved children's learning and development since the last inspection, including for those children who are learning English as an additional language. The manager uses her experience and qualifications well to motivate staff, to improve the quality of practice and provision.

Quality of teaching, learning and assessment is good

The manager and staff make evaluative observations of children's achievements. They track children's progress, planning activities and experiences to help children make steps in their development. Staff liaise with other professionals as required to help close any gaps in learning. Children engage in activities that promote their understanding of the world around them, such as exploring a well-resourced mud kitchen in the garden. Staff encourage children to work together and solve problems. For example, children talk about ice, trying to work out how to release a leaf from a frozen pool. Children have lots of opportunities to develop their early mathematical concepts. For example, they knock down blocks, count buttons and use a simple number wheel.

Personal development, behaviour and welfare are good

Children build strong attachments with their key person and settle happily. Staff tailor care and learning experiences for each child, promoting children's well-being and self-esteem. Staff help children develop their independence to help them develop useful skills that will help them as they move on to school. For example, children take responsibility for setting up snack and tidying away after they have eaten. Children gain an understanding of a healthy lifestyle and the world around them. For example, they benefit from a well-resourced garden, go on local trips and get plenty of fresh air and exercise.

Outcomes for children are good

Children develop positive attitudes towards their learning and each other. They learn to treat others with tolerance and respect. Children are happy and gain in confidence.

Setting details

Unique reference number	EY338057
Local authority	Wiltshire
Inspection number	1007384
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	26
Name of provider	Avon Small Saints Pre-School Committee
Date of previous inspection	23 February 2015
Telephone number	01980 671681

Avon Small Saints Pre-School registered in 2006. It is situated in Netheravon, in Salisbury. The pre-school opens on weekdays during school term time from 9am to 3.30pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs six members of staff; of these, three hold appropriate early years qualifications at level 3.

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