

# East Chinnock Under Fives

The Church Room, Weston Street, East Chinnock, Yeovil, Somerset, BA22 9EQ



## Inspection date

18 July 2017

Previous inspection date

24 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 are confident and enthusiastic to learn. Staff interact well with children, which supports their motivation and engagement effectively.
- Children interact happily with each other and with staff. They listen carefully and follow instructions well.
- Managers encourage staff development, to improve teaching skills successfully. Staff develop good skills to support children's progress and development effectively.
- Staff are kind and caring, and support children's emotional well-being effectively.
- Children behave well and staff are consistent in their expectations for behaviour.
- Managers and staff have positive relationships with parents. They keep them up to date with their children's progress, and give them ideas and support for learning at home.

### It is not yet outstanding because:

- Staff sometimes miss opportunities to extend children's early writing skills.
- While staff are quick to extend and challenge children during activities, they do not consistently follow children's interests or extend their ideas over time.

## What the setting needs to do to improve further

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

- create more opportunities for children to develop their early writing skills further
- focus more on following children's interests and consistently extending their ideas over time.

### Inspection activities

- The inspector spoke to parents who were dropping off children that morning.
- The inspector observed children's activities indoors and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the manager and staff.
- The inspector viewed documentation, such as policies, records for suitability and training certificates.

### Inspector

Sharon Peel

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff understand their responsibilities to keep children safe and complete regular training. Managers ensure that staff continue to be suitable to work with children. Policies and procedures are reviewed and relevant. Managers reflect on their practice well and ask parents for feedback on the provision for children. Teaching is strong because managers encourage staff to gain further qualifications and attend training to improve their practice. For example, recent training in supporting children's skills to be effective learners has given staff more focus on their questioning skills. They provide more opportunities for children to think and be creative. Managers monitor children's progress effectively and are quick to support any delays in children's learning. There are good relationships between staff, which provides children with positive models for behaviour and communication.

### Quality of teaching, learning and assessment is good

Staff understand how children learn. They skilfully interact, are sensitive and promote an enthusiasm for learning. For example, staff are not quick to give children answers but support them to make discoveries for themselves. They extend children's knowledge and learning effectively, through asking questions to develop their thinking skills successfully. For example, staff encourage children to explore and investigate a 'broken' pedal car. They use their imaginations successfully, to extend their 'mechanic' role in their pretend play to fix it. Children's mathematical development is strong. Older children count to 13 and beyond. They understand the concept of one more and younger children count to eight accurately.

### Personal development, behaviour and welfare are good

Staff form positive relationships with children. Children show that they enjoy spending time with staff as they freely talk about their experiences. Staff are interested in children, listen to them well and value what they say. Children listen well to adults and each other. They follow instructions carefully, understand and abide by the clear 'rules' for agreed behaviour. Children are encouraged to be independent and have plenty of good opportunities to access physical exercise and eat healthy snacks and drinks. Children regularly explore their local environment. They learn about children's experiences in other parts of the world through exploring books, celebrations and listening to stories from other cultures.

### Outcomes for children are good

Children develop a good range of skills they need to be ready for their move to school. All children make good progress from their starting points. Local schoolteachers visit the pre-school and invite children to visit them before they start in the Reception class. When asked, children say they are excited to be going to 'big school' and feel positive about their next stage of learning.

## Setting details

<b>Unique reference number</b>	143112
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1070343
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	East Chinnock Under Fives Committee
<b>Registered person unique reference number</b>	RP902088
<b>Date of previous inspection</b>	24 November 2014
<b>Telephone number</b>	07798 812540

East Chinnock Under Fives Pre School is open during term time only, from 9am to 1pm on Monday, Tuesday and Friday and from 9am to 3pm on Wednesday and Thursday. Nine members of staff work with the children. One member of staff holds early years professional status and another has early years teacher status. Six members of staff hold level 3 qualifications.

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