

Community Kids

Tolbury Mill Hall, Higher Backway, Bruton, Somerset, BA10 0DP



Inspection date	5 October 2017
Previous inspection date	22 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- Not all members of the management committee have completed the correct process to provide Ofsted with the necessary details to carry out all suitability checks. This is also a breach of the Childcare Register requirements.
- Staff sometimes solve problems for children too quickly, not giving them enough time to try and find solutions for themselves.
- Staff miss some opportunities to help older children develop their early writing skills.

It has the following strengths

- The new manager involves staff and parents well in using self-evaluation to identify the most effective way to provide positive outcomes for children. For example, she has improved the information sought from parents on children's starting points to help staff plan and support each child as soon as they start.
- Staff work together effectively as a team. They know the children well and provide consistently good support for children's key areas of development. All children make good progress in their learning.
- Strong partnerships with parents ensure that staff share important information that enables them to meet children's emotional and physical needs well. Children behave well and are settled, happy and confident. There is a busy but calm environment.
- Since the last inspection, the management team has developed the outdoor area well to maximise children's learning experiences, especially for those who prefer to learn outdoors. This is being extended further to provide more natural resources.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure all members of the management committee complete the correct process so that Ofsted can carry out all necessary suitability checks.	30/11/2017

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

- give children enough time to think of ways to solve problems and try to resolve them for themselves
- help older children to develop their early writing skills further.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors, and discussed children's development with staff.
- The inspector spoke with staff, parents and children during the inspection.
- The inspector held a meeting with the provider and the manager, and carried out a joint observation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager and staff know what to do if children are at risk of harm. They implement good procedures to keep children safe and meet their individual needs. The provider has not ensured that all members of the committee have completed the necessary process as required, to enable Ofsted to complete the suitability checks. However, committee members do not work directly with the children and the provider has carried out their own checks. The new manager provides good support for staff to continue to develop and improve their practice. For example, through in-house training, she has helped staff to focus more clearly on how planning supports children's individual learning needs, to improve their outcomes. The manager monitors children's overall development well to ensure children receive any additional support to help them to catch up.

Quality of teaching, learning and assessment is good

Staff make regular observations of children's achievements and use the information well to plan challenging activities and experiences. Staff provide strong support for children's mathematical development. For instance, they helped older children know that two halves of an apple make a whole. They encouraged children to see what happens when they add items on a scale and learn about capacity. Staff help children to look closely at similarities and differences to extend their understanding of the world, such as comparing a parsnip and a carrot. They encourage children to make predications and test their ideas. For example, children thought they would find big seeds inside a runner bean and found out that beetroot changes the colour of water and their skin.

Personal development, behaviour and welfare are good

Staff are good role models for children. They give the children lots of praise and encouragement, which boosts their self-esteem effectively. Children are kind and consider others' needs. For example, young children got a chair and made a space for an older one to join them in their game. Children use a well-organised and resourced environment that enables them to make choices and lead their play. Children have an important awareness of safe and healthy practices. For instance, they know that they wash their hands to get rid of germs and understand why they should not put toys in their mouth. Children have good opportunities to be active, gain balancing and climbing skills, and understand the importance of exercise. Staff provide good support to enable children to gain independence effectively. For example, they collect and clear away their plate and cup, pour their own drinks and learn to put on their shoes and coat.

Outcomes for children are good

Children develop good skills to prepare them for their next stages of learning and help them to be ready for school. They develop positive relationships and work together well. Children are strong communicators and are confident in managing their self-care. Young children count in order, and older children sort items and recognise pairs. Children use books independently and enjoy whole-group stories, listening and engaging well. Children recognise their names and explain what signs mean, such as 'no dogs allowed'.

Setting details

Unique reference number	EY236403
Local authority	Somerset
Inspection number	1091491
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	21
Name of registered person	Community Kids Committee
Registered person unique reference number	RP908692
Date of previous inspection	22 June 2015
Telephone number	01749 813933

Community Kids pre-school and after-school club registered in 2003 and is run by a committee. It is located next to Bruton Primary School in Bruton, Somerset. The setting is open on Monday to Friday from 8am until 6pm. The pre-school operates from 9am to 3pm during term time only and the after-school club runs during some holidays according to demand. The pre-school receives funding to provide free early education for children aged two, three and four years. There are five members of staff, all of whom hold an early years qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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