

Little Horseshoe Nursery

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



Inspection date	20 December 2017
Previous inspection date	16 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The management team evaluates practice well and focuses training effectively to ensure good-quality teaching. Staff are now skilled at encouraging older children to think of solutions to problems and decide on which tools to use for a job. For example, pre-school children cracked an egg and separated the yoke using spoons and considered if a knife or scissors would cut cling film best.
- Staff work well with parents and outside agencies to support children who have special educational needs (SEN) and disabilities. They share good information and the manager ensures staff are trained to administer any specialist care.
- Children behave well and have positive relationships. Staff support them well in considering each other's feelings. Children feel welcome and safe, and settle quickly on arrival.
- Staff make the most of all opportunities to help children become independent learners. For instance, older children helped to prepare activities and used tools to serve their lunch, and young children used a dustpan and brush to sweep up spilled cereal. All children make good progress in their learning and development.

It is not yet outstanding because:

- Although staff make good observations on children, they do not consistently seek good information from all parents on children's starting points to know how to plan accurately for every child as soon as they start at the nursery.
- Staff miss some opportunities to extend the eldest children's understanding of sorting by size and finding the total number when they add one more or take one away.

What the setting needs to do to improve further

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

- improve the information gained from all parents on children's starting points, to more accurately plan as soon as children start
- challenge the most able children more in sorting by size and counting totals of groups, to develop their mathematical skills further.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector held a meeting with the operations manager and nursery manager, and carried out a joint observation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector spoke with staff, children and parents, and took account of the nursery's self-evaluation.
- 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 is good

Safeguarding is effective. The manager and staff keep their safeguarding knowledge up to date and know how to recognise if a child is at risk of harm and the action to take. The manager understands her responsibility to report any allegations. Staff carry out good risk assessments and are deployed well to provide good supervision and support for children. They help children to understand safe practices, such as carrying scissors carefully with the point facing down and whether to use climbing equipment if it rains. The new manager is undergoing a good induction programme and receives effective support. She accurately monitors children's progress to quickly identify where children may need additional support and assesses the accuracy of staff's observations. She already supports staff successfully in developing their practice. She is now working with them to evaluate each other's teaching to provide consistently good outcomes for children.

Quality of teaching, learning and assessment is good

Staff use their regular observations of children's progress well to plan for their individual next stages of development. They notice what the children show interest in and use it effectively to motivate their learning, such as providing resources for toddlers to develop early writing skills. Staff support children's language and communication really well. For example, they use daily stories and singing to help toddlers and role model the correct use of words. Older children have group discussions, use good descriptive words and learn to listen to others effectively. Staff successfully help older children to link sounds and letters, and they plan challenging activities that encourage their understanding of the purpose of writing. For example, children played I-spy and used a recipe for cooking. Staff encourage children to recall how they complete a task and know what to do next.

Personal development, behaviour and welfare are good

Staff competently help children to gain confidence and want to succeed. For instance, older children persevered with getting a card into an envelope and were very pleased with their achievement. Staff have strong partnerships with parents to work together consistently to help children with their self-care, such as potty training. They meet children's physical and emotional needs sensitively. For example, when a toddler did not want to wash their hands under the running water, staff used a cloth instead. Children develop good healthy practices, eat healthily and have daily opportunities to be outside and active. The good organisation of resources enables children to make independent choices and lead their play. For instance, toddlers selected their photographs of their family, and staff helped them to get to know each other and value their differences.

Outcomes for children are good

Children develop good skills that help them to progress well to their next stages and prepare them effectively for school. Older children are confident to sing songs to the group and make suggestions to extend their ideas. Children are imaginative and creative. They explore and investigate to develop their knowledge, such as seeing what happens to light from a torch when moved around. All children are excited to learn.

Setting details

Unique reference number	EY304032
Local authority	Somerset
Inspection number	1092271
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	37
Number of children on roll	42
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	16 February 2015
Telephone number	01984 639182

Little Horseshoe Nursery is run by the Pre-School Learning Alliance and opened in 2005. It operates from premises in the grounds of St Peter's First School in Williton, Somerset. The nursery is open each weekday from 8am to 5pm all year round, except for bank holidays. It receives funding to provide free early education for children aged two, three and four years. There are seven members of staff who work with the children. Of these, one holds an early years qualification at level 5, three hold early years qualifications at level 3, and two members of staff hold early years qualifications at level 2.

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