

Pilton Pre-School

Methodist Chapel Rooms, Top Street, Pilton, Somerset, BA4 4DH



Inspection date	12 January 2018
Previous inspection date	3 December 2014

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

- Staff follow children's lead well. They facilitate children's ideas and help children guide much of their learning themselves. They use accurate observations and assessments, to build on what children already know and help them make good progress.
- Children are well cared for by the friendly and attentive staff. They recognise the uniqueness of each child. They take the time to get to know them and spend good quality time supporting them in their activities. Children build strong relationships with staff. They are settled and happy, and grow in confidence.
- The managers ensure that training and targeted support are used to improve outcomes for children, particularly those who require additional help. For example, training has helped staff to give greater support to develop children's speech.
- Children behave well. They respond well to the staff's gentle reminders about the boundaries that are in place for safety and behaviour, and learn to share and take turns with their friends. This includes children whose needs or circumstances require particularly perceptive intervention and additional support.

It is not yet outstanding because:

- Occasionally there are missed opportunities to engage the younger children in adult-led routines and activities.
- The managers could do more to encourage highly qualified staff members to share their skills with new or inexperienced staff, to support high-quality teaching throughout the pre-school.

What the setting needs to do to improve further

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

- adapt adult-led routines and activities to encourage younger children's involvement further
- encourage more experienced staff to share good teaching practice, to raise the quality of teaching further.

Inspection activities

- The inspector observed activities in the main playrooms, the outside learning environment and conducted a joint observation with the manager.
- The inspector held a meeting with the managers and the chairperson of the committee of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of the suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are vigilant about children's safety and they understand the procedures to follow if they are concerned about a child's welfare. The joint managers' vetting and induction procedures for staff and committee members are thorough. Their ongoing supervision and appraisals of staff enable individual learning needs to be targeted and achieved. They scrutinise assessments of individual children's progress to identify any gaps in learning and implement targeted programmes of support. The managers work with staff and key members of the pre-school committee to identify ways to develop the pre-school further. The managers attend local meetings with other providers to keep up to date with good practice and recent changes to legislation. Staff liaise effectively with parents, external agencies and other providers so that they work well together to ensure that all children get the support they need.

Quality of teaching, learning and assessment is good

Younger and older children enjoy expressing themselves through imaginative play. Staff ask probing questions to encourage children's communication, planning and deeper thinking during their exploration. Children test out their ideas. They explore the different sizes of spoons and utensils, working out which one will fit in the jug. They use descriptive words, such as 'slimy' and 'squelchy' as they experiment mixing grass into the soft mud. Staff take time to follow children's lead and encourage them to solve problems. For example, children create a den in the main room spontaneously. They find resources and work out how to attach the large clips to secure materials and make an enclosure.

Personal development, behaviour and welfare are good

Many aspects of children's learning are self-initiated due to the freedom for children to choose resources for their play. Staff are attentive and focus closely on what children are involved in, adapting the environment and resources accordingly. Children thrive on this attention and their sense of well-being and self-confidence develop really well. Staff support children's healthy lifestyles and physical development in inspiring ways. For example, they offer stimulating resources and activities to help children develop an interest in nature and an understanding of the world around them. Children have immense fun outside, creating dragons and monsters out of fir tree branches. They mix a 'witch's stew' mud potion, acting out stories that staff read to them.

Outcomes for children are good

Children gain the skills they will need for their move on to school. For instance, they gain independence skills and a sense of responsibility. They tidy away the toys eagerly at the end of the session. They discuss and follow safety procedures, such as the safe use of large tubes and branches as they construct and create. Younger children develop an interest in books and listen eagerly to stories read to them. Older children create intricate drawings and show their knowledge as they talk about features, such as the shark's fin and teeth. Children who have special educational needs (SEN) and/or disabilities, and two-year-olds in receipt of funding, make good progress and any gaps in their development are closing.

Setting details

Unique reference number	142986
Local authority	Somerset
Inspection number	1070340
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	20
Number of children on roll	31
Name of registered person	Pilton Pre-School Committee
Registered person unique reference number	RP522691
Date of previous inspection	3 December 2014
Telephone number	01749 899 147

Pilton Pre-School registered in 1992, but it has been in operation since 1966. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications ranging from level 3 to level 6, including one with qualified teacher status. The pre-school opens Monday to Friday from 8.45am until 4pm, during school term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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