

Tytherington Pre-School



Tytherington Village Hall, Itchington Road, Tytherington, Wotton-under-Edge, South Gloucestershire GL12 8QE

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| Inspection date | 29 January 2019 |
| Previous inspection date | 3 March 2016 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of 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

- Leaders implement self-evaluation and improvement plans effectively through engagement with staff, parents and local authority advisers. For example, since the last inspection, they have made good use of training and support from early years consultations to raise standards in teaching, particularly during adult-led activities, planning and the play areas, to inspire children's learning.
- The passionate manager and dedicated staff team successfully create a very welcoming and stimulating environment. They provide accessible resources where children can make choices in their play and learning. Children are happy, confident and keen to explore.
- Staff act as very positive role models. Children throughout the pre-school show care and consideration for others. They respond positively to gentle reminders from staff to share, take turns and listen to what their friends have got to say.
- Staff take time to settle children into the pre-school and make sure their individual care needs are met well from the start. Staff are caring, sensitive and kind to children. This supports their emotional and physical well-being.
- The manager gains an accurate overview of children's progress through regular checks. She effectively analyses information about the progress of individual and groups of children. Children who have special educational needs and/or disabilities receive suitable support. All children make good progress in their learning and development.
- Opportunities for parents to know individual children's next steps in learning and build on what their child is learning at pre-school are not fully promoted.
- At times, staff do not make full use of opportunities to form highly successful partnerships with other settings that children attend in order to share a wide range of information to support a more consistent approach.

What the setting needs to do to improve further

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

- explore ways of involving parents more fully in building on what their child is learning at pre-school and to extend their child's learning at home
- continue to strengthen good relationships with other settings that children attend to share a wider range of information and support a more consistent approach to learning.

Inspection activities

- The inspector observed activities and staff interactions with children playing and learning indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector reviewed a range of documentation, including samples of policies and procedures, children's records and evidence of staff suitability.
- The inspector spoke with children, parents and staff at appropriate times and took account of their views.
- The inspector held discussions with the chair of the committee and manager about future development plans, safeguarding and risk assessment.

Inspector
Jan Harvey

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff are fully trained in child protection and carry out regular checks to ensure they identify and minimise any hazards. Furthermore, leaders have improved the induction process for all new members of the committee and staff to undertake safeguarding training to bring further expertise to ensure children are safe. Leaders use robust recruitment procedures to ensure that staff are suitable to work with children. They provide annual appraisals for staff to help identify future training needs and areas for development, and offer regular supervision meetings to support their ongoing practice. Parents state they are very happy with the care and education on offer. They particularly welcome the detailed daily feedback they exchange with staff and the photographs in the children's learning records, which helps them to see children's enjoyment in the activities provided.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how to extend children's development. Children learn through a wide variety of activities. They enjoy a good range of opportunities to develop their language and creativity. For instance, they excitedly used equipment in the play kitchen to make imaginary cakes and talked about baking gingerbread men. Children have many opportunities to develop early writing skills. For example, they made marks in dough, drew shapes in drawings and enjoyed learning to write letters in their name on a wall with a paintbrush and water. Staff encourage children to develop their physical skills effectively, for example, through exploring how to make a man out of sticks, and negotiating riding bicycles and scooters down a gentle slope in the garden. Staff routinely support children's understanding of the world, for instance they plant and grow seeds and enjoy outdoor activities in a local forest area.

Personal development, behaviour and welfare are good

Staff welcome children with warmth and affection on arrival and even the newest of children settle quickly. Staff help children learn about healthy lifestyles well. For example, children can choose to play outdoors in all weathers and have ample opportunity to develop their physical skills. Children delight as they practise yoga, move their bodies to music, and learn about the effects of exercise. Staff encourage their independence skills well. For instance, children are encouraged to dress and undress themselves ready for a lively physical education session. Children wash their hands independently before eating and talk about washing the germs away. They serve their own healthy snacks and meals, and pour their milk and water from jugs.

Outcomes for children are good

Children are developing skills in readiness for their eventual move to school. For example, children talk together as they confidently look for their names and sign in on arrival. They ask each other to play games, read and sing counting rhymes together. Children are keen to use paints and pens to draw pictures and copy words from cards. They learn to listen well in group situations and contribute their views, such as what they wish to play with outside. They are confident learners and ready to explore and experiment in their own way.

Setting details

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| Unique reference number | 136110 |
| Local authority | South Gloucestershire |
| Inspection number | 10072395 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children | 2 - 4 |
| Total number of places | 24 |
| Number of children on roll | 17 |
| Name of registered person | Tytherington Pre-School Committee |
| Registered person unique reference number | RP522965 |
| Date of previous inspection | 3 March 2016 |
| Telephone number | 07553 811803 |

Tytherington Pre-School registered in 1996. It is committee run and based in Tytherington, South Gloucestershire. The pre-school is open Monday, Tuesday, Thursday and Friday from 9am to 3pm. The pre-school receives funding for the provision of free early years education for children aged two, three and four years. There are three staff, including the manager, who work directly with the children, and two staff hold relevant early years qualifications at level 3.

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