

Downton Community Pre-School



The Band Hall, 28-30 Gravel Close, Downton Salisbury, Wiltshire, SP5 3JQ

Inspection date	12 January 2017
Previous inspection date	5 March 2014

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		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- At times, staff do not notice when children need engagement to challenge their learning, especially when their key person is not available. Children's progress is not consistently good.
- Staff keep children safe but do not help them to recognise potential hazards for themselves and learn how to manage them well.
- Staff miss opportunities to challenge older children in understanding numbers when they have one more or one less item.

It has the following strengths

- The provider ensures regular opportunities for staff's personal development. For example, staff have improved support for children who are learning English as an additional language. The manager is developing the use of observations to feedback to staff on the quality of teaching to improve outcomes for children.
- The staff team works closely in partnership with parents and outside agencies to support children who have special educational needs. Staff have strong partnerships with other early years providers to ensure they work together consistently to meet children's needs.
- Children learn to manage their feelings, behave well and think of others. For example, they suggest that playing together and sharing is a 'nice thing to do'.
- Staff seek important information on children's starting points, make regular assessments of their development and plan for children's next stages of learning.

What the setting needs to do to improve further

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

Due Date

- ensure that the key-person system helps children to be consistently motivated, engaged and challenged fully in purposeful play to help them make good progress, especially when their key person is not available. 12/02/2017

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

- help children to develop a greater understanding of keeping themselves and others safe
- support older children in working out simple calculations to challenge them further in their mathematical development.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke with staff, parents and children, and took account of the pre-school's improvement plans.
- The inspector held a meeting with the manager and the co-chairs of the committee, and carried out a joint observation with the manager.
- 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 a child is at risk of harm and follow appropriate procedures. The manager monitors effectively how different groups of children are achieving and where they need more help. She meets with staff to evaluate their practice and seeks parents' feedback to identify ways to improve. For example, staff have developed their assessments and planning, providing parents with greater information to support children's learning at home. Since the last inspection, the provider has improved the book area to encourage children to share books together, and there are number games in the garden for those who prefer to learn outside.

Quality of teaching, learning and assessment requires improvement

Staff provide appropriate support for children's key areas of development. They extend children's vocabulary and encourage their physical skills. For example, children learn what a stethoscope is and how to use it. Staff help children well with their early literacy. For example, children notice words in the role-play area and ask what they say. Staff help children recall past learning using books, such as how a caterpillar becomes a butterfly. However, at times, staff do not notice that quieter children have had limited engagement. For example, one child remained at the same table of puzzles throughout free play; they did not explore or benefit from a range of experiences and support. Staff make good use of routines to help children recognise their name and count. However, they sometimes miss opportunities to challenge older children further with numbers.

Personal development, behaviour and welfare require improvement

Children arrive happy and settle quickly to the activities. Children have strong relationships with their key person. However, they do not receive the same level of support if their key person is not available. Children regularly practise the emergency evacuation procedures. However, staff miss some opportunities to encourage children to notice hazards and learn how to keep themselves safe. For example, they tell children to slow down when they slip on toys on the floor but staff pick the toys up themselves. Children develop important practices to keep themselves healthy. For example, they wash their hands before eating and have a wide choice of nutritional snacks and drinks.

Outcomes for children require improvement

Children do not make as much progress as they could to prepare them for school. For example, some do not have the confidence to engage in a wide range of experiences and challenge their learning. Children develop independence in managing their personal hygiene and putting on their coats. They help with some routines, such as setting the table for snack. Children listen with interest to stories, predict what might happen and take an active role. They use the resources well to make up stories for themselves.

Setting details

Unique reference number	EY262169
Local authority	Wiltshire
Inspection number	1068654
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	41
Name of registered person	Downton Community Pre-School Committee
Registered person unique reference number	RP520513
Date of previous inspection	5 March 2014
Telephone number	01725 511178

Downton Community Pre-School registered in 2003. It operates from a community hall in the village of Downton, Wiltshire. The pre-school is open each weekday from 9am until 3pm. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school has four members of staff working with the children, including the manager. Of these, two hold early years professional status and one holds qualified teacher status. One member of staff has an early years qualification at level 2.

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