

# Milverton Community Pre-School

Milverton Community Primary School, Milverton, TAUNTON, Somerset, TA4 1JP

<b>Inspection date</b>	23/10/2014
Previous inspection date	09/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The arrangements for observation, planning and assessment effectively support children's learning so they make good progress from their starting points.
- Staff and committee use self-evaluation effectively to monitor the provision and drive improvement. Strong leadership by the manager supports this consistent practice.
- Parents are actively involved in their children's learning.
- There is a strong focus on supporting children's listening skills and developing their independence in readiness for their move to school.

### It is not yet outstanding because

- Occasionally, staff do not fully challenge children's mathematical development, such as introducing them to the language to compare the size of objects and numbers.
- Staff do not always revisit the objective of planned activities to reinforce children's understanding of emotions and feelings.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed children playing inside and outdoors.
- The inspector observed staff interactions with children.
- The inspector and manager completed a joint observation of a planned activity.
- The inspector spoke to children, parents, chairperson of the committee and staff at convenient times during the inspection.
- The inspector sampled a range of documentation. This included children's learning diaries, self-evaluation, and safeguarding policies and procedures.

## Inspector

Rachael Williams

## Full report

### Information about the setting

Milverton Community Pre-School registered in 2008 at their new premises at Milverton Community Primary School, Somerset. It is a committee run group, which serves the local community and surrounding villages. The group operates from a temporary classroom, which includes adjacent toilet facilities. They also have use of school facilities, such as the hall and the playground. There is a fully enclosed area for outdoor play. The group is registered on the Early Years Register. There are 31 children currently on roll. The group support children with special educational needs and/or disabilities. The group is open from 9am until 3pm each weekday during term time. The committee employ a manager who has an early years qualification at level 6. She is supported by four members of staff working regularly with the children, all of whom have an appropriate early years qualification. In addition, three voluntary members of staff are working towards recognised early years qualifications.

### What the setting needs to do to improve further

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

- increase children's understanding and use of mathematical language in their play, such as to compare size and number
  
- reinforce children's understanding of emotions and feelings further in planned activities.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Through effective settling in arrangements and sharing of key information with parents, children settle quickly into the daily routines of pre-school. Staff make detailed observations of children's engagement in activities, their interests and how they learn. They use this knowledge effectively to plan a broad and balanced range of experiences to stimulate children's learning. This includes developing individual education plans for those children with special educational needs and/or disabilities. There is a good balance of planned and child-led activities. This includes effective use of interactive group times. Good use is made of group time to encourage children to make decisions about their play. They identify what they would like to play with and revisit the board later to review how their morning has progressed. Staff use sign language well to support children's understanding and communication skills. Children develop a strong sense of belonging as they sing and sign the welcome song.

There is good organisation of the environment and the deployment of staff to enable children to access the outdoor area when they choose. Children competently find their coats and most put these on independently, persevering with the zips. Staff help children understand about safety when they engage in chasing games. Staff interact well to play stop/start games, which encourages children to listen well to instructions. Children show pride in their achievements as staff issue them with a number card as they complete races. This appropriately raises their awareness of number use. However, staff did not encourage children to compare the numbers on their cards or use positional language.

Through effective assessment arrangements, key persons know their children and the next steps in their learning well. This helps them plan challenging activities, overall, especially in small groups. For example, there were some good opportunities for children to learn about feelings to promote their emotional well-being. However, on occasion, staff did not reinforce the objective of planned the activities fully. They did not consistently use mirrors, signing and picture cards for children to observe the difference between happy and sad, to reinforce their understanding of emotions and feelings. Children are imaginatively creative and test their ideas competently. For example, as children made their plate faces, they explored different ways of making the nose and eventually decided to scrunch up paper into a ball. Staff questioned children well, varying the length of sentences according to children's stage of understanding. Staff provided a continuous narrative to children's movements and use repetitive language to help them develop their communication skills and put words to their actions.

Children have good opportunities to express themselves creatively. During a small group activity, children enjoyed exploring paint using brushes to combine colours. Children communicated their ideas well, such as commentating 'I'm making blobs to make a cloud'. When children explored further, stating how they have made handprints, staff copied their ideas exclaiming they had made a big hand print. However, they did not extend this idea further, to introduce older children to comparative language to observe the difference in hand sizes. Staff helped children build their small muscle strength well as they pushed and pulled vehicles in the paint to make tracks. Children developed their ideas well exploring early writing skills, such as using their finger to write the first letter of their name for the first time.

Children participated enthusiastically in rhymes and songs. Staff used props well to promote consistent interaction and to focus children's attention. Children learned good early calculation skills as they identified how many speckled frogs remained. Staff organised a group story time successfully, dividing children into two smaller groups. This gave children the opportunity to be involved in the story, such as using a bowl and a wooden spoon to mix the pumpkin soup. Staff extended children's ideas well into the afternoon session, where they manipulated the play dough effectively to imitate the ingredients for their soup.

**The contribution of the early years provision to the well-being of children**

Children develop secure bonds with their key person. Staff reassure new children using the visual timetable to explain that they will be collected after lunch. This helps them to understand about timescales and to develop trusting relationships with staff. Children are happy and settled in the well-organised learning environment. There is an abundant range of high-quality toys and resources to stimulate children's learning. Staff position these at a low level and they are clearly labelled with photographs and words to encourage children to make independent decisions about their play.

Children behave well. They are clear on expectations and boundaries, and the familiar routines. Children listened carefully to instruction. For example, when they heard the tambourine they knew it was time to sit on the carpet. Staff were respectful, acknowledging that some children prefer to wave or smile in response to their name as they called the register. Staff used older children effectively to support younger or new children to the setting, such as to demonstrate the actions for their song. Staff reinforce good strategies to help children share, such as using the sand timer to take turns on the computer. Staff are respectful of children's play providing them with reminders so that they have time to finish their activities.

Children learn about safe practices because staff give clear explanations. For example, when children decided to play with skipping ropes, staff encouraged children to think about the possible hazards. Staff commended children for their ideas, such as ensuring there is a grown-up with them and not creating tripping hazards. Staff reinforced their ideas with sign language and pictures and reminded them of the possible danger of putting the rope around their neck. This helps children to adapt their ideas and actions so they play safely.

Children are familiar with hygienic practices. For example, when children visited the snack bar they knew to wash their hands before they sat down. Children demonstrated confidence in their independent skills stating 'I can squeeze the bottle hard all by myself' as they chose different toppings for their rice cakes. Children pour their own drinks when they are thirsty. Children talked about healthy eating as they prepared fruit kebabs to share with parents at their harvest celebration.

### **The effectiveness of the leadership and management of the early years provision**

Staff have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. They effectively implement policies and procedures that underpin the high-quality service provided. There are robust systems in place to ensure children can move freely and independently in a thoroughly safe and secure environment. Staff make effective use of daily checks and regular risk assessments to successfully support children's well-being. Staff routinely record accidents that occur at the setting. The committee monitor these on a regular basis to make adjustments to risk assessments. These measures are highly supportive of children's safety. The leadership and management team have a good knowledge of recruitment and induction arrangements. This supports them in employing suitably vetted and qualified staff. Key staff and

committee members have a good knowledge of child protection issues should they have a concern about a child in their care.

There is good partnership with parents. Parents are actively involved in their children's learning. They comment that there is a positive atmosphere at the pre-school and the communication with staff is excellent. They willingly contribute to children's learning diaries, the progress check for two-year-old children and wow comments. These relate to children's achievements at home, such as great teamwork baking cakes at home and helping to tidy away. Parents comment that the progress check for two-year-old children reflects how well the key person knows their child. There are good systems in place to support learning at home, such as sharing reading books and providing key information on supporting those children with stammers. Staff work cohesively with other early years settings children attend. They work with other professionals involved with the children and have strong links with the school. This enables continuity in children's care, learning and development, and enables a smooth transition to school.

Staff have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. There are good systems in place to observe, plan and assess children's progress. The introduction of staff supervision and a programme of peer observation are helping to develop consistent sharing of good practice. The manager regularly highlights and complements staff on what they have done well. In addition, the monitoring of children's progress and the strong links with the reception teacher enables children to make good, and in some cases outstanding progress, in their learning and development.

Staff and the committee work cohesively to develop the provision and drive improvement. The dedicated manager is an excellent role model and provides strong leadership. Effective use is made of regular staff meetings to maintain consistently good practice. There is a strong focus on professional development and staff have a positive attitude to training, which is carefully monitored through regular appraisals. Staff, committee, volunteers and parents contribute to self-evaluation. There is a clear action plan for improvement, such as embedding the use of the unique child form with parents, and consistently using Letters and Sounds guidance to improve children's communication and language skills.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

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.

## Setting details

<b>Unique reference number</b>	EY371388
<b>Local authority</b>	Somerset
<b>Inspection number</b>	844339
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Milverton Community Playgroup Committee
<b>Date of previous inspection</b>	09/10/2008
<b>Telephone number</b>	01823400243

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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