

# High Littleton Pre-School

The Methodist Centre, High Street, High Littleton, Bristol, BS39 6JD



<b>Inspection date</b>	11 May 2017
Previous inspection date	20 May 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager and staff give exceptionally high priority to children's well-being. Children develop an excellent sense of security and emotional well-being. They have an excellent understanding of how to keep themselves safe.
- Effective partnerships with parents, other settings, external agencies and schools enable staff to meet children's individual needs effectively. Staff provide parents with useful information about their children's progress, sharing ideas to help to support learning at home.
- The manager and staff use self-evaluation effectively to identify areas for improvement and ensure positive outcomes for children. For example, they provide a wider range of resources outside to encourage children to try out their individual play ideas, to help to develop their creativity.
- Management support staff well to develop their knowledge and skills successfully. For example, staff have attended training which developed their knowledge and extended their understanding of how to support children's communication and language skills effectively.

### It is not yet outstanding because:

- At times, staff do not provide enough opportunities to extend children's understanding of mathematics, such as simple addition and subtraction.
- Staff occasionally miss opportunities for older children to develop their writing skills.

## What the setting needs to do to improve further

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

- provide more opportunities for children to use mathematical language, in order to develop their understanding further
- extend the opportunities for older children to practise their early writing skills.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of documentation, including children's development records, planning and policies.
- The inspector held a meeting with the manager and the chair of the committee.
- The inspector spoke to staff, parents and children at appropriate times during the inspection.

### Inspector

Michelle Tuck

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager makes sure all staff are clear about their roles and responsibilities to keep children safe. Staff are able to identify the signs or symptoms that may be a cause for concern and have a clear understanding of the reporting procedure to follow. The provider failed to notify Ofsted of changes to members of the committee within the required timescale. However, Ofsted is now aware of the changes and there is no impact on children's safety because members of the committee are never on their own with children and they all have a Disclosure and Barring Service check in place. Staff recruitment and vetting procedures are thorough and management effectively review and develop staff practice. For example, staff observe one another teaching and provide feedback to support ongoing improvements.

### Quality of teaching, learning and assessment is good

Staff provide children with many opportunities to explore and investigate. Children work extremely well together to solve problems, such as how to melt ice. They take it in turns to spray water on to the ice and use words, such as melt and frozen, to show they understand what is happening. Staff place a strong emphasis on supporting children's speech and language. For example, they use what they learn from training about sounds, letters and sign language to support children's communication skills more effectively. Staff make accurate assessments of what children know and can do. They plan activities that focus on children's interests and quickly close any gaps in their development.

### Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary. They learn to cooperate and work exceptionally well together from an early age. Older children happily show younger ones what to do. For example, how to choose their food and pour their drink at snack time. Children have extremely strong attachments to staff, which helps to support their emotional well-being. There is exceptionally good contact with the local community and the environment. For example, children benefit immensely from exciting outdoor activities, such as trips to the forest, where they learn about the world through practical experiences.

### Outcomes for children are good

Children are enthusiastic and eager to learn. Staff prepare them well for the next stage in their development and school. For example, children listen extremely well at group time, understanding the rules and taking it in turns to listen and speak to one another. Older children show a keen interest in sounds and letters, confidently recognising words beginning with the same initial sound. Children develop good independence. For example, they pour their own drinks at mealtimes. All children, including those who need additional support, make good progress from their individual starting points.

## Setting details

<b>Unique reference number</b>	133010
<b>Local authority</b>	Bath & NE Somerset
<b>Inspection number</b>	1089452
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	High Littleton Pre-School Trust Committee
<b>Registered person unique reference number</b>	RP909607
<b>Date of previous inspection</b>	20 May 2015
<b>Telephone number</b>	01761 470 410

High Littleton Pre-School registered in 1996. It operates from the Methodist Church Hall in the village of High Littleton, near Bath. The pre-school is open during school term times on Monday, Tuesday, Wednesday and Friday from 9am until 3pm. It also opens on Thursday mornings from 9am until midday. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are eleven members of staff. The manager holds a qualification at level 4, two members of staff also hold qualifications at level 4 and three staff members hold qualifications at level 2.

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