

Sturminster Marshall Pre-School



78 High Street, Sturminster Marshall, WIMBORNE, Dorset, BH21 4AY

Inspection date 21 May 2015
Previous inspection date 25 June 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff establish warm relationships with children which ensure they are confident and happy. The atmosphere is calm and welcoming. The inside and outside space is well resourced, bright and tidy. Children confidently choose activities from a wide range that is set up and ready for them in advance.
- Staff take into account the interests and needs of the children when planning play activities. They use their good teaching skills effectively to enable children to make good progress in their learning and development.
- Key persons know their key children well, meeting their emotional needs supportively. They make regular, accurate assessments of children's progress, which they share with parents, so they are aware of how to support learning further at home.
- Staff work well in partnership with the host school and children benefit from regular use of the school hall. This helps children prepare successfully for their move into reception class.
- Staff have a good understanding of safeguarding issues. They know what to do should they have any concerns about children's welfare.

It is not yet outstanding because:

- Staff do not always make their expectations of behaviour clear during whole-group activities. This means that not all children listen when adults are talking. As a result, they miss any learning that is taking place.
- Staff do not provide many opportunities for children to experiment with writing during their play, for example, in their imaginary role play to write shopping lists or messages.

What the setting needs to do to improve further

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

- improve the effectiveness of whole-group activities, making expectations of behaviour clear, to promote children's understanding and listening skills
- provide more opportunities for children to experiment with making marks and writing in their play.

Inspection activities

- The inspector observed activities both indoors and outdoors.
- The inspector talked to children, staff and the manager at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at children's records, planning documentation, and a range of other documentation including policies and procedures.

Inspector

Jacqueline Good

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff work well with parents and other professionals and put in place positive support to identify and address gaps in children's learning. Consequently, all children make good progress, regardless of their starting points. In small groups, staff engage children well in stories by asking questions that make the story relevant to them. For example, when sharing a story about a cat, children talk about their own pets. Staff effectively challenge older children to name and sound out letters in the text. Children enjoy exploring the texture of foam. Staff ask questions like 'how does it feel?' which helps extend children's language and thinking skills. Staff recognise how to spontaneously extend children's understanding of the world; for example, children enjoy role play, pretending they are shopping and using a till. Staff provide a range of activities for children to make marks; however, there are few opportunities for children to do this in their imaginative play.

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

Staff promote children's emotional well-being positively, meaning children are confident and motivated to learn. Staff encourage them to help themselves to toys, books and resources. Children have a good understanding of how to keep themselves and others safe because staff explain the possible consequences of their actions. For example, they discouraged children from swinging a string of beads because they could hit and injure others. Children develop their understanding of a healthy diet through discussions with staff. They gain good self-care skills as they help themselves to snacks, pour their own drinks and manage their own personal care needs. Children generally behave well, especially during their play. However, staff do not make their expectations of behaviour clear during whole-group activities, meaning not all children listen to the adult talking.

The effectiveness of the leadership and management of the early years provision is good

The manager has a good understanding of the requirements of the Early Years Foundation Stage. She monitors and ensures planning offers a broad range of experiences to enable the children to develop in all areas. Staff access regular training to extend their skills and knowledge, and share this during staff meetings. For example, recent mathematics training has led to increased resources to help children see numbers and use the resources to gain a better understanding of ordering numbers. Staff receive good support in their professional development. The manager involves them in the review of their practice and the impact this has on the children's development. There is a strong desire to continually improve and develop through effective self-evaluation. The manager has ensured they have made improvements to practice following the last inspection.

Setting details

Unique reference number	144318
Local authority	Dorset
Inspection number	841655
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	32
Number of children on roll	44
Name of provider	Sturminster Marshall Pre-School Committee
Date of previous inspection	25 June 2012
Telephone number	01258 858 395

Sturminster Marshall Pre-School established in 1973 and registered in 1993. It has exclusive use of a classroom and outdoor area within Sturminster Marshall First School. The pre-school is open from 9am to 3pm each weekday during school term time. Funding for early education is available for two-, three- and four-year-old children. There are five staff employed to work directly with the children. They all hold relevant early years qualifications. In addition, the pre-school employs an administrative assistant.

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