

Inspection date	10 May 2018
Previous inspection date	21 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff manage children's behaviour well. Children learn to follow instructions, share, take turns and play harmoniously together. Their behaviour is good.
- Staff work well with parents and keep them fully informed about their child's learning and development. Parents speak highly of the staff team and the service they receive.
- Staff support children effectively through the move from pre-school to school. They form strong links with the host school and ensure children are emotionally well prepared for their next stage of learning.
- Children benefit from the nurturing environment and the strong key-person system. They form secure attachments to staff and are confident to ask for help.
- The manager is committed to continuous improvement and effective evaluation systems ensure that staff, parents and children engage well in continual reflective practice.
- Staff support children to develop good communication skills. For instance, they ask them thought-provoking questions and encourage their responses.

It is not yet outstanding because:

- On occasions, staff do not make the most of opportunities to use mathematical language to extend children's early mathematical skills.
- At times, staff do not fully consider the impact of noise levels on younger children's ability to concentrate during some small-group activities.

What the setting needs to do to improve further

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

- offer further opportunities for children to develop their early mathematical skills
- review the organisation of some small-group activities to help younger children maintain attention and gain as much as possible from the learning opportunities.

Inspection activities

- The inspector had a tour of the premises and looked at available resources, inside and outside.
- The inspector spoke to the managers, staff, parents and children at appropriate times.
- The inspector sampled a range of documentation, including children's records and policies and procedures.
- The inspector observed staff's interaction with the children, inside in each room and outside.
- The inspector carried out a joint observation of teaching practice with the manager.

Inspector

Tracey Cook

Inspection findings

Effectiveness of the leadership and management is good

The manager is passionate about her role and has a good understanding of how children develop. Safeguarding is effective. The manager and staff know how to identify if children may be at risk of harm and where to report concerns about children's welfare. The manager closely monitors the consistency of the quality of care and teaching that staff provide for children. For example, she observes staff interacting with children and provides them with helpful advice and feedback. She holds individual meetings with staff to set challenging targets for them to achieve, to develop their performance. All staff are keen to build on their skills and knowledge. They attend a wide range of training. For example, two staff have recently attended training to strengthen provision for children who have special educational needs. This has helped them to tailor support to children's individual needs and is having a positive impact on children's learning and development.

Quality of teaching, learning and assessment is good

All children make good progress from their starting points. Staff consistently observe children and monitor their progress, to carefully plan what they need to learn next. Staff act promptly to address any gaps in learning, which helps them to ensure that all children are prepared for their next stage of learning. Staff support children well to use their imaginations and build on their early literacy skills. For example, children select picture stones or various props, which staff then use to encourage children to tell a simple story. Children use a range of technological equipment to develop their skills and concentration.

Personal development, behaviour and welfare are good

Children have a strong sense of belonging and demonstrate that they are emotionally secure. They are happy, settled and enter the pre-school confidently, benefiting from staff's enthusiastic welcome on arrival. Children have good opportunities to play outside, be physically active and develop good coordination and control. For example, children enjoy carefully filling watering cans and then watering plants in the sensory garden. This helps support their physical development. Children learn to keep themselves safe, for example, they use a tick chart to risk assess the garden before they go out to play. Children begin to learn about managing their own and others' feelings. For instance, staff have developed a pre-school council to enable children to discuss and decide how to manage safety and behaviour.

Outcomes for children are good

Children are confident, happy and play well with their friends. They are self-motivated and enjoy their time at the pre-school. Children are keen to explore and investigate, and make informed choices about their play. For example, they choose where, what and with whom they play. They focus well as they make marks and draw shapes in preparation for early writing. They show considerable pride in their achievements when they succeed.

Setting details

Unique reference number	EY441007
Local authority	Wiltshire
Inspection number	1071489
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	52
Name of registered person	Pewsham Pre-School Limited
Registered person unique reference number	RP903085
Date of previous inspection	21 November 2014
Telephone number	01249461017

Pewsham Preschool Ltd registered at the present premises in 2004. It operates from a converted self-contained mobile building within the grounds of Kings Lodge Primary School in Chippenham. The pre-school opens Monday to Friday during school term times. Sessions are from 8.50am to 2.50pm. Eight members of staff work with the children, all of whom have early years qualifications.

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