

Thames Pre-School

Bath Road, Cricklade, Swindon, Wiltshire, SN6 6AX



Inspection date

1 March 2017

Previous inspection date

3 December 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

- The leader and staff know the children very well. They provide a well-resourced environment, indoors and outdoors, and children are keen to explore. All children make good progress from their initial starting points.
- The leader and staff are good role models for children. They teach children to use good manners and to treat one another with respect. Children behave well. They know to listen to each other's views and to be kind to their friends.
- The leader and staff have established good partnerships with other professionals, to provide continuity in children's care. They share information with parents about children's progress and how this could be supported at home. Parents comment that they value the care and support their children receive.
- The leader has addressed the recommendations raised at the last inspection. She has maintained good-quality teaching and good outcomes for children.

It is not yet outstanding because:

- At times, some staff do not recognise opportunities to extend, challenge and build on what children can already do, to ensure they make the best possible progress.
- The leader does not routinely seek the views of parents, children and staff to help her review the quality of practice and identify areas to improve.

What the setting needs to do to improve further

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

- make more consistent use of opportunities to continually support, extend and build on what children already know, and challenge them to achieve as much as possible
- enhance the self-evaluation process and involve parents, staff and children in identifying where aspects of the setting can be improved.

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance records, accident records, staff suitability checks, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the leader.
- The inspector undertook a joint observation with the leader.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The leader and staff regularly update their child protection knowledge. They know the procedures to follow if they have concerns about a child's welfare. The leader implements effective recruitment, appraisal and induction procedures to ensure staff remain suitable for their roles. The leader has high expectations for all children. For example, she monitors and tracks their progress. Any delays in their development are identified, and interventions put in place to help them catch up. The leader regularly works alongside staff to support children's good outcomes. She monitors the quality of teaching and provides supervision meetings, team meetings and coaching to help develop staff practice. The leader and staff are well qualified. They undertake regular training to help gain new knowledge and skills. For example, through targeted training, staff have enhanced their understanding of how to develop children's early interest in words and letters, as part of the literacy programme.

Quality of teaching, learning and assessment is good

Staff carry out observations and assessments of children's progress. Overall, they use this information to plan for children's next steps in learning. Staff support children's language skills well. For example, they introduce children to new words, such as 'submerged' and 'emerged'. Staff encourage children's imaginative skills. For example, children enjoy pretending to be hairdressers. They squeal with excitement as they put 'rollers' in staff's hair and rescue them from 'quicksand'. Children enjoy exploring different textures. For example, they use cutters and tools to mould and shape dough, and eagerly investigate objects they find in the sand and water. Staff support children's early literacy skills well. They encourage them to look at books, and children make up their own stories to share.

Personal development, behaviour and welfare are good

Children develop close emotional attachments with staff and demonstrate a sense of belonging. Staff teach children about the importance of healthy lifestyles. For example, children follow effective hygiene routines, eat healthy snacks and enjoy fresh air in the stimulating outdoor area. Staff carry out daily checks of the premises to ensure that all areas used are safe. Children are encouraged to embrace their similarities and differences. They celebrate a range of festivals and develop positive attitudes to others.

Outcomes for children are good

All children develop the key skills needed for their future learning, including starting school. Children are confident, independent and sociable. They learn to identify and write the letters in their name and develop good early mathematical skills. For example, children take pleasure in using simple addition, subtraction and counting. Children complete complex puzzles and sort and match objects as they play.

Setting details

Unique reference number	199398
Local authority	Wiltshire
Inspection number	1070399
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	30
Number of children on roll	46
Name of registered person	Thames Pre-School Committee
Registered person unique reference number	RP905079
Date of previous inspection	3 December 2014
Telephone number	01793 750635

Thames Pre-School registered in 2002 and is located in the grounds of St Sampson's Primary School, Cricklade, Swindon. The pre-school operates during school term times only. Sessions are Monday to Friday from 9am to 3pm. The pre-school employs seven members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

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.

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