

# Blakeney Under Fives

Blakeney CP School, High Street, Blakeney, Gloucestershire, GL15 4EB



<b>Inspection date</b>	11 November 2015
Previous inspection date	15 November 2010

<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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The management and staff team demonstrate a very good commitment to improving outcomes for all children. Since the last inspection, they have used their knowledge of how children learn to provide a varied and imaginative outdoor play environment.
- The quality of teaching is consistently good and some is outstanding. Skilled staff identify children's next steps in learning and plan effectively for their progress. All children make good progress, including those who have special educational needs.
- Staff recognise the uniqueness of each child in their care. They ensure children's individual personalities and family backgrounds are understood well by completing detailed joining information and offering tailor-made settling-in visits.
- Children successfully develop a strong sense of security and build trusting relationships with staff. Children feel safe and well cared for.
- Partnerships with parents are strong. Staff have established effective ways to provide parents with information; for example, regular newsletters and daily feedback. Parents are unanimous in their positive feedback about the care and learning their children receive and state that they feel particularly well supported by the devoted team.

### It is not yet outstanding because:

- Leaders do not always identify precise training needs for each member of staff.
- Staff do not always use every opportunity to extend younger children's learning or consider their needs.

## What the setting needs to do to improve further

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

- ensure the programme for professional development is tailored individually and includes opportunities for all staff and leaders to expand their expertise even further
- improve the high quality of teaching by ensuring all staff have a full understanding of the level of younger children's achievements to help plan, extend and challenge them in play and activities.

### Inspection activities

- The inspector observed interactions between staff and children, and the impact these have on children's learning, in the playroom and outdoors.
- The inspector invited the joint play leaders to carry out a joint observation.
- The inspector examined a range of documentation, including children's records, staff planning, risk assessments, policies and recruitment procedures.
- The inspector held discussions with the joint play leaders, staff, children and parents.
- The inspector checked evidence of staff suitability to work with children, and their qualifications.

### Inspector

Jan Harvey

## Inspection findings

### Effectiveness of the leadership and management is good

The management and staff team successfully implement the requirements of the Early Years Foundation Stage. Safeguarding is effective. Staff have a strong awareness of child protection. They know the procedures to follow if they are worried about a child or have concerns about an adult. There is good self-reflective practice and drive towards improvement. Staff are well qualified and attend ongoing training. For example, following a music course, staff introduced songs for children to sing as a signal for registration and lunch times. The team has a clear picture of their strengths and areas for development. They monitor children's progress closely and adjust their learning programme when required. Partnership with the school is very strong. Children visit the school to join in festivals, and enjoy the play areas.

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

Teaching is good. Staff fully understand their role as early years practitioners and support children's individual needs well, interacting skilfully and purposefully with them. Pre-school children are well prepared for moving on to school and gain valuable experiences in literacy and mathematical development. For example, there are many opportunities for children to count, problem solve and recognise numerals in the daily routine and environment, such as at snack time and register time. Younger children happily explore as they play with the wide range of resources in the sand, mud and water, which helps promote their critical thinking skills. Staff routinely ask children what they like to do and build on their interests. For instance, children who found a spider were encouraged to make a web out of hoops and duct tape.

### Personal development, behaviour and welfare are good

Caring staff build very close relationships with children, who show they are happy and confident learners. Staff provide plenty of space with specifically chosen play areas with well-thought-out resources, furniture and equipment, which effectively supports children's all-round development. Staff make great use of outdoor areas. For example they use the natural environment to effectively promote children's learning and understanding about risk taking. Staff place a strong emphasis on healthy eating during snack time, which is well managed. Children learn self-help skills, social skills and personal independence during daily routines. Staff pay very good attention to promoting children's good health through the implementation of an effective care plan for the most vulnerable children.

### Outcomes for children are good

Children make good progress from their starting points, develop good skills and are well prepared for their future learning and school. Children show interest in books as they regularly select them to look at and start to read, enjoy writing and explore counting.

## Setting details

<b>Unique reference number</b>	510052
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1017571
<b>Type of provision</b>	Sessional provision
<b>Day care type</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>	27
<b>Name of provider</b>	Blakeney Under Fives Committee
<b>Date of previous inspection</b>	15 November 2010
<b>Telephone number</b>	01594 510270 ext 64

Blakeney Under Fives registered in 2007. It is run by a parent committee. The group operates from a self-contained building at Blakeney Primary School in Blakeney, Gloucestershire. The pre-school opens from 9am to 3pm Monday to Wednesday, and from 9am to 12 noon on Thursday. The committee employs five members of staff who work with the children; of these, four have a relevant qualification at level 3.

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