

Blakeney Under Fives

The Lodge, C/O Blakeney School, High Street, Blakeney, Gloucestershire, GL15 4EB



Inspection date	19 June 2018
Previous inspection date	11 November 2015

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

- Managers regularly review provision, and seek the views of parents to drive improvement. For example, they have used questionnaires to find out parents' ideas for developing physical play outdoors and have used these in planning climbing equipment.
- Staff support children well to make links between different areas of learning. For instance, they plant beans and read about beans growing. Children learn about growth and decay as they observe what happens if they water, or do not water, the beans.
- Staff skilfully use enjoyable activities to teach children about keeping healthy. For example, when they go for a morning run staff talk about looking after their muscles by warming up first. Staff support reluctant runners by encouraging them to run short distances. After their run, children feel their hearts beating faster as they stretch to cool down.
- Children are happy and take pleasure in the responsibilities that they are given. For instance, they eagerly set out plates and cups for breakfast, and spread their own butter. Older children enjoy helping younger children.

It is not yet outstanding because:

- Staff do not consistently give children time to think before providing them with answers.
- Staff do not make full use of resources to provide opportunities for children to learn more about similarities and differences in people and communities beyond their own.

What the setting needs to do to improve further

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

- give children more time to think, and express their own ideas, before giving them the answers to questions
- provide children with a wide range of experiences that supports them to gain even more understanding of people, families and communities beyond their own.

Inspection activities

- The inspector had a tour of the setting, including discussing health and safety with the managers.
- The inspector observed care and teaching practices indoors and outdoors, including jointly observing practice with one of the managers.
- The inspector spoke with parents, staff and children, and took account of their views.
- The inspector held a leadership and management meeting with one of the managers.
- The inspector examined a range of documentation, including that relating to statutory requirements.

Inspector

Patricia Pillay

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff know the signs that would alert them to concerns and the actions to take. Managers quickly confirm safeguarding understanding with temporary staff and promptly arrange training. Managers and staff provide a safe environment. They quickly identify hazards and teach children to keep safe, such as by walking indoors and using scissors safely. Managers monitor staff practice well to drive improvement. For example, they identified that staff needed more understanding of different ways children learn, and provided training. Staff now confidently support children to be active learners, take learning experiences outdoors and give children time to become deeply involved. Managers develop strong partnerships with other professionals. For instance, they share information with speech therapists to ensure continuous support for children.

Quality of teaching, learning and assessment is good

Staff provide a stimulating environment where children are supported to be inquisitive learners. For instance, children enjoy sharing their experiments as they use a variety of tubes to move water. When one idea does not work they excitedly try something else. Staff quickly observe where children need support. For instance, they identified that younger children struggled with more complex mathematical activities. They now provide a wider variety of puzzles and games, which even the youngest children eagerly access. Staff ensure that there is a table close by so that children are easily able to keep track of the small pieces as they complete puzzles. Staff use many opportunities to support children's literacy skills. For instance, they help younger children recognise name labels by adding pictures, and older children enjoy the challenge of finding their written name.

Personal development, behaviour and welfare are good

Staff quickly get to know children. This helps them to support each child well, such as by providing a cuddle and a special job to help less secure children settle. Managers and staff have established effective partnerships with parents, who express satisfaction with the care their children receive. Parents welcome opportunities to contribute to assessments of their children's learning, such as sharing information when children start and through regular meetings with key persons. Staff provide good support for older children to prepare for their move to school. For example, they have created a role-play classroom and arrange lots of visits to school so that children get to know the people who will care for them later. Children talk excitedly about these visits.

Outcomes for children are good

Children are happy and comfortable, and they willingly talk to visitors about what they are doing and enjoy sharing their experiences with friends. They take pleasure in their learning and celebrate their own achievements, such as by clapping and showing off the puzzles they have completed to others. Even the youngest children move confidently and independently and enjoy the freedom of choosing where to play.

Setting details

Unique reference number	510052
Local authority	Gloucestershire
Inspection number	1128347
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	28
Name of registered person	Blakeney Under Fives Committee
Registered person unique reference number	RP904721
Date of previous inspection	11 November 2015
Telephone number	01594 510270

Blakeney Under Fives registered in 2007 and operates from 8.15am to 3pm on Monday, Tuesday and Wednesday during school terms only. There are five members of staff, one of whom has qualified teacher status. The staff hold relevant early years qualifications at level 2 or above. The pre-school receives funding for the provision of early education for two-, three- and four-year-old children.

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