

# Newhall Pre-School

Inspection report for early years provision

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**Unique reference number** 206828  
**Inspection date** 16/03/2010  
**Inspector** Elaine Poulton

**Setting address** Newhall Preschool, The Scout Hut, Higgins Road, Newhall,  
Swadlincote, Derbyshire, DE11 0JY

**Telephone number** 01283 216389

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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Newhall Pre-School Group was registered in 1996 and is run by a committee. It operates from a single storey provision in Newhall, South Derbyshire. The group has use of the main hall and associated facilities. The surrounding park is used for supervised outdoor play. Access to setting is via a flat path and one step up through double doors into the main entrance.

A maximum of 26 children may attend the pre-school group at any one time. The provision is registered by Ofsted on the Early Years Register. There are currently 80 children on roll from two to under five years. The setting is open each weekday from 8.45am to 11.15am and 12 noon to 3.00pm during term time only.

There are eight staff who work directly with the children, of whom seven hold an appropriate early years qualification to Level 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled and enjoy their time in the pre-school group. They make good progress in their development and learning because staff have established systems to observe and assess children's development. There is a strong emphasis on identifying individual children's needs, being inclusive and working closely with parents to support each child to reach their full potential. The system for self-evaluation is satisfactory but it is not fully effective. There are good systems in place to share information with other professionals involved in the delivery of the Early Years Foundation Stage framework.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the self-evaluation system and continually look for ways to improve the quality of learning and development for each child
- develop further methods to engage younger children in activities and to develop and increase their concentration and independence skills
- develop further the arrangements to fully exploit the learning environment in regard to space, resources and routine activities.

## The effectiveness of leadership and management of the early years provision

Safeguarding procedures in the setting are good. Staff are fully aware of their duty and responsibility to safeguard children and the procedures to follow should they have a concerns about a child in the pre-school group. Recruitment procedures are robust and all staff and committee members are appropriately vetted as and when

changes occur. Risk assessments are effective and action is taken to minimise potential risks to children's safety. Security is good and staff are extra vigilant at arrival and departure times. The main entrance door is kept locked during the session and visitors have to ring the door bell so that pre-school staff can allow them entry. Children develop their understanding about keeping themselves safe through discussions, appropriate stories and visits from people 'who help us' such as fire fighters. Children are reminded not to run around inside and they are encouraged to 'go down the slide one at a time on their bottoms'. These measures help promote the welfare and safety of all children in the setting.

Policies, procedures and permissions are well organised and shared with parents to promote an inclusive environment. Parents receive good information about the settings aims and provision through an informative notice board, regular newsletters, and a range of photographs showing pictures of their children enjoying activities. Information about children's progress toward the early learning goals is shared with parents and others who are involved in promoting the Early Years Foundation Stage. Parents' views are sought on their child's achievements and their input is valued. Staff build good relationships with the local schools to support children's transition into the reception year. This promotes the continuity of early years provision for all children.

The provision has the capacity to improve as it has addressed the two recommendations from the last inspection fully. The committee, manager and staff team are committed and dedicated to moving the pre-school forward. They are all very aware of strengths and areas for development. The required adult:child ratios are maintained at all times and the manager and staff attend a range of appropriate training courses to extend their knowledge and skills. For example, recent training includes behaviour management and basic food handling and hygiene. The result has a positive impact on the children who attend.

The self-evaluation system is satisfactory and identifies that the staffs key strength lie in supporting children to initiate and develop their own play. Staff plan and use preferred learning 'schema' to help extend individual children's learning. They also introduce a range of new resources into imaginative play in the home corner to support children's all round development. Play activities are generally well organised to meet the needs of all the children. However, the evaluation process is not fully effective to help staff identify and explore arrangements and different methods to ensure all children's learning is planned for in a consistent way.

Staff prepare snacks that acknowledge many different cultural backgrounds, offering variety and introducing new tastes. Consequently, nutritious and well-balanced snacks are enjoyed by the children and promote healthy eating.

## **The quality and standards of the early years provision and outcomes for children**

Staff know the children and their families well. The key person system allows background information to be shared and discussed with parents and carers in order to build a clear picture of each child's needs and individual interests. Children

identified with additional needs are supported by their key person who liaises closely with parents and other professionals to ensure they 'make achievements' in their learning and development. Children's individual 'learning journeys' are used to plan activities and next steps in learning. All children are included and have access to a broad range of resources to support all six areas of learning.

Space is generally well utilized given the one main indoor play area. However, resources are not always organised well or arranged effectively to fully promote children's development. This impacts on the quality of children's all round learning. There are ample displays, pictures, posters, dressing up resources and books that reflect cultural diversity and disability. Children learn about festivals celebrated in different countries and they explore different food textures and tastes. They show pleasure when exploring their environment. For example, they enjoy visits to the local fire station. They are involved in helping to raise money for charities such as 'Children in Need'. This is the start of a positive disposition to learning more about people in the immediate community and in the wider world around them.

Children are happy choose their favourite activity such as imaginative role play in the home corner, climbing on the indoor slide, messy play with 'gloop' in large tubs. They access a good range of table-top games and small world resources such as farm animals and construction blocks. Older children spend long periods of time building 'tall towers' with colourful interlocking blocks. However, younger children are not always encouraged to fully engage in some planned activities. This means that they are not always helped to increase their concentration skills. Children move freely between activities and enjoy playing alongside their peers. They select their name cards on arrival and recognise that print carries meaning. Through circle time stories are read that reinforce safety and books are used to discuss important issues with children such as 'stranger danger'.

Children are developing skills for the future as they begin to use a digital camera to take photographs and use a printer to print out the pictures. Older children put on their own coats, they access the toilet, use tissues to wipe their noses, manage their clothing and wash and dry their hands. However, not all younger children are encouraged to help tidy away resources after they have used them. This means their independence skills are not always fully promoted. Younger children are well assisted with nappy change routines, hand washing and good hygiene practices. This impacts positively on children's growing sense of independence.

Behaviour is well managed in the pre-school. All children are encouraged to make choices and decisions in their play. They are praised for good behaviour and show others their 'smiley face' reward stamp with great delight. Staff are consistent and fair when encouraging children to share and take turns and children work together generally well. They are encouraged to respect each other and to consider differences and similarities. However, some children are called away from a favourite activity when they are totally engrossed and enjoying their play. This means that not all daily routines are planned for or organised effectively to benefit children's learning.

Children's health and general well-being is well supported. Children learn through a range of purposeful activities about leading a healthy lifestyle. They access a wide

range of outdoor and indoor physical and energetic play activities and take fresh air everyday. Staff promote, inform and encourage healthy eating and they praise children who choose to eat healthily. For example, children colour in a picture of grapes and oranges, talk about the different colours and shapes, and about food that is good for them and then taste the prepared fruits. These activities widen children's experiences of healthy eating.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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