

Newhall Pre-School

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

Inspection date	22/04/2013
Previous inspection date	16/03/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children benefit from secure and warm relationships with the staff that enable them to feel safe and secure in their care.
- Children are keen to explore and learn. They play independently and are beginning to share their ideas and thoughts, thus, developing a positive approach to learning.
- Parents are provided with useful information about children's daily progress and what they have enjoyed at the pre-school, which provides continuity for children's learning at home.

It is not yet good because

- Staff do not effectively use the observations and assessments of all children to identify their next steps or provide challenging individual opportunities for them. As a result, they are not able to accurately complete the Early Years Foundation Stage progress check at age two years or identify gaps in children's learning to enable them to make the best progress.
- Staff do not always broaden children's use and understanding of mathematical language during daily routines and activities, for example, by talking about size and weight, counting, recognising numerals and understanding shapes.
- Monitoring of the educational programmes and planning for children's individual needs are in the early stages of development and is not fully effective to ensure that children make consistently good progress.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector held discussions with the manager, assistant manager and chair of the committee and spoke to the staff, children and parents.
- The inspector observed free play, focused activities, outside play and snack times.
- The inspector held a joint observation with the manager.
- The inspector looked at children's assessment records, learning journeys records, and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the documentation and the pre-school's policies and procedures.

Inspector

Janice Hughes

Full Report

Information about the setting

Newhall Pre-School Group was registered in 1996 on the Early Years Register. The pre-school 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. All children share access to an enclosed outdoor play area. The pre-school is open each weekday from 8.45am to 11.15am and 12 noon to 3pm, during term time only.

There are currently 81 children on roll, all of whom are in the early years age range. Children attend for a variety of sessions. The provision receives funding for three- and four-year-old children. There are seven staff, who work directly with the children, six of whom hold an appropriate early years qualification at level 3 and one at level 2.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure staff use the observations of children to identify their next steps in learning and to provide individual challenging opportunities and experiences. Make assessment procedures robust enough for all children, in order to accurately complete the progress check at age two years and identify gaps in children's learning to enable them to make good progress.

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

- develop the existing monitoring of the provision to cover all aspects of practice, to improve children's learning and development, this is with particular regard to the educational programmes and planning for children's individual needs
- increase opportunities for children to use everyday routines and activities to talk about size and weight, count and recognise numerals and understand shapes, in order to increase their development of early mathematical skills.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy their time at this friendly and welcoming pre-school. They clearly enjoy learning through play, entering happily and eagerly choosing what they wish to do from

the range of resources offered. Children explore and play, displaying emerging levels of independence and demonstrate an adequate attitude towards learning. Staff have a suitable understanding of the Statutory Framework for the Early Years Foundation Stage Framework and how to promote the learning and development of children. They obtain relevant information from parents about their children's likes, dislikes and capabilities. Staff use this information generally well to provide the 'starting points' for children when they start. As a result, staff provide children with opportunities to follow their interests, which helps them to settle quickly into the pre-school. Staff observe and assess children while they play and track their achievements suitably. However, they do not always use these observations effectively to identify all children's next steps in their learning regularly enough. As a result, staff are not fully able to identify any gaps in their learning quickly enough or to accurately complete the progress check at age two years, when necessary. Furthermore, some activities do not provide enough challenge for individuals. Consequently, children's progress is satisfactory rather than good.

Children are enthusiastic and keen to learn, demonstrating the characteristics of effective learning. Staff are actively engaged in children's play, offering opportunities for them to explore and investigate using a variety of tools and equipment. For example, children handle the paint brushes appropriately to make individual creations and try to write their names on their pictures. They express pride in their achievements as they smile when praised and return to the activity with great excitement. Staff promote children's physical skills generally well on a daily basis, both indoors and outside. Children complete puzzles, use tools, such as play dough tools. They roll, cut and press out shapes skilfully. Children use large play equipment at the local park, where they learn to climb, balance and run around. Furthermore, they use hoops, skittles, balls and ride bicycles using the zebra crossing in the pre-school outside environment. Children enjoy being outside and they are planting seeds, which helps them to learn about the natural world. They have opportunities to express their creativity and imagination well. For example, they pretend to be doctors and nurses. Children are fully engaged in this opportunity as they try and make each other better by sharing the toys and cooperating with each other. One child clearly tells another child 'It will be alright, I will mend you!'

Staff foster children's communication and language development effectively. They take time to listen to the children as they talk about the activities they are taking part in and make links to their home life. This promotes the children's self-confidence as well as challenges their thinking. For example, children talk about their pets as they play with the toy animals. Children have many opportunities to handle books and enjoy the opportunities to sit cosily with staff in small group and whole group story time. Staff model reading a book well, so that children are interested and understand about turning pages and that print carries meaning. Children sing nursery rhymes and have great fun with action rhymes. These activities, along with learning to write their names and shopping lists, help children to develop their literacy skills sufficiently. In these activities, staff successfully promote children's positive attitudes to learning, such as developing their levels of concentration and attention, which prepares children well for their future learning, which is normally school.

Children participate in planned adult-directed activities, such as weighing ingredients in baking and sorting objects by size and colour. These help children to develop early

mathematical skills appropriately. However, staff do not always use everyday opportunities, such as snack time, or child-initiated activities, to use mathematical language to strengthen this area of learning. Children use cause and effect resources, such as programmable toys and the computer. They skilfully negotiate the mouse to play matching and sound games well.

Parents are involved in their children's learning. Staff provide opportunities for parents to extend their children's learning at home. For example, they have opportunities to look at their children's learning records, which contain observations of their children taking part in activities. This shows parents what their children have been doing while at pre-school and enables them to further support their learning at home.

The contribution of the early years provision to the well-being of children

The appropriate key person system and procedures for working with parents help to ensure that all children are secure and can build good relationships with staff and each other. Children and parents are invited for visits early on, so they meet staff and other children. They show their confidence and have clearly formed secure attachments. Staff show warm affection for the children and encourage them to show caring attitudes. For example, when a child is upset, other children come to comfort them. Staff are positive role models. They set good examples to children and encourage them to be helpful, kind and polite. Children are respectful of people's differences, as they explore their own cultural festivals and those of others through planned activities. For example, children participate in celebratory events, such as the Chinese New Year, which helps them to explore people and communities. Children enjoy painting and making snakes and dragons. They engage in regular social activities, which help them to develop an effective awareness of different people in the local community.

Staff support children appropriately, encouraging them to explore and express their ideas. This helps to develop children's skills and positive attitudes and prepares them for the transition to school. Developing relationships with neighbouring schools means that children are suitably prepared for their safe transition into their next setting. For example, during the summer term, staff plan activities, such as dressing and undressing for physical play and playing 'schools'. Children's behaviour is appropriate and they are motivated generally well. Staff offer children simple explanations, so that they can begin to understand the consequences of their actions. They are encouraged to share the resources and to include others in their play. They generally work well together and older children are keen to take on responsibility. For example, they enjoy helping to tidy up. Resources and toys throughout the pre-school are of a suitable quality and cover all seven areas of learning appropriately. Staff rota the toys regularly taking children's interests into account and children are able to access the toys available to enhance their play.

Children gain a sound understanding of the importance of healthy lifestyles. For example, during snack time, children discuss which food is good for you to eat and why it is important to eat a balanced variety of food types. Children are appropriately supported in developing their self-care skills. For example, they wash their hands before sitting down to eat snack and after using the toilet. They gain an awareness of the importance of exercise

and physical activity as they participate in daily outside play and enjoy running around in the fresh air. Staff help children to develop a suitable understanding of safety by explaining the importance of lining up quietly and sensibly when going into the outside area and taking care with fingers when shutting doors. Children part take in regular fire drills, which help them to understand how to keep themselves safe in an emergency.

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

Management has a sound understanding of their responsibility to comply with the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage to keep children safe. Policies and procedures and other documentation successfully promotes children's welfare. Staff have a clear understanding of the safeguarding procedures, which enables them to suitably protect children if they have a concern. The committee implement good processes to check that staff are suitably qualified and properly vetted.

Suitable reflective practice takes place; the whole team is working together to drive for improvement. Recent developments have included the introduction of a new, secure outside environment. As a result, children can go outside daily, which helps their physical development and ability to exercise. Staff have successfully completed their recommendations from the previous inspection. The manager and committee have begun to monitor the educational programmes and review the planning for individual children. However, this is not robust enough to ensure that children make good, rather than satisfactory, progress. To monitor the staff's performance there are suitable supervisions and observations of staff in place and an appropriate appraisal system. These have identified training for all staff and management have put together a training programme to help to improve the quality of care and learning for children over time.

The partnerships with parents and other childcare practitioners involved in providing care and support for children are effectively established. Parents' comment that they have many opportunities to talk to staff at pick up times and are well informed about what is going on in the pre-school. Parents are valued and their views are sought and acted upon. Information is shared with them daily. Parents are happy with the pre-school and comments received are positive. They say that staff are supportive, caring and provide help and advice.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	206828
Local authority	Derbyshire
Inspection number	909541
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	26
Number of children on roll	81
Name of provider	Newhall and Stanton Pre - School Playgroup Committee
Date of previous inspection	16/03/2010
Telephone number	01283 216389

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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