

Newhall Pre-School

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

Inspection date	01/04/2014
Previous inspection date	22/04/2013

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

The quality and standards of the early years provision

This provision is good

- The very positive relationships between children and adults mean children settle extremely well, gain good levels of confidence and are emotionally secure in the setting.
- Key persons have a good knowledge of the individual children. Therefore, staff meet children's care and learning needs well and children are making good progress in their learning as a result.
- The system for planning and assessment is robust. All children's needs are closely monitored by the pre-school's management team and as a result, any gaps in learning are closing through good teaching and learning experiences.
- The strong relationships between the staff and parents encourage effective sharing of information about children's care and learning, so that children's needs are met.

It is not yet outstanding because

- At times, staff do not fully encourage children to practise their early writing during a range of different play situations.
- Parent consultations and art and craft sessions, occasionally disrupt the play of the children, resulting in a small number of children becoming somewhat distracted.

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 observed children engaged in activities both inside and outdoors.
- The inspector spoke to children and staff and held a discussion with the manager.
- The inspector invited the manager to complete a joint observation.
- The inspector sampled documentation and records, including children's learning journals and staff files.
- The inspector checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.

Inspector

Janice Hughes

Full report

Information about the setting

Newhall Pre-School was registered in 1996 and is on the Early Years Register. The pre-school is run by a committee and operates from a single-storey provision in Newhall, South Derbyshire. The pre-school has use of the main hall and associated facilities. All children share access to an outdoor play area. The pre-school is open each week day from 8.45am to 11.15am and 12 noon to 3pm, during term time only. There are currently 65 children on roll, all of whom are in the early years age range. Children attend for a variety of sessions. The pre-school receives funding for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities. There are six staff who work directly with the children; all of whom hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- provide a wider range of play activities, both inside and outdoors, which enable and encourage children to use materials and tools to practise early writing
- review the parent consultation and art and craft sessions, so that these times are not disrupting the routine of the pre-school or children's play, so that children can continue to play with appropriate support from adults.

Inspection judgements

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

Children make good progress towards the early learning goals. Staff work closely with parents to gather information about children's initial starting points, particularly concerning each child's individual preferences and capabilities. This is done through verbal discussions, settling-in visits and completion of 'all about me' forms. The information from parents, along with initial observations by staff, help to identify specific targets early on and help form children's starting points for learning. Assessment procedures are robust. Children's progress is monitored closely by all staff and next steps for their learning are identified in weekly plans. Staff know the children well as individuals and promote children's learning and development effectively. They make good use of observations as children play to assess their ongoing progress. The level of detail within the assessments means that key staff are able to note any learning gaps to be narrowed with some focused planning. Key persons produce summary reports that they share with parents. This fully informs parents of the progress their child is making and of the planned next steps in their learning. Parents comment that they are able to support their child's learning at home and speak very positively of the support they and their child receives. The recording systems in

place mean that staff produce informative progress at age two checks for two-year-old children and provide parents with a copy. The pre-school provides inclusive care and education for children with special educational needs and/or disabilities. Staff are knowledgeable and skilled in understanding and meeting their specific needs and they receive a consistently good level of care and education. Activities are adapted to meet their needs and extra one-to-one teaching helps staff to close the gaps in their learning. Parents have opportunities to see children's learning journey records and discuss their child's progress at 'parental consultation' sessions. At these sessions parents participate in art and craft activities with their children. This promotes parental involvement in their children's learning effectively. However, the organisation of these events has scope for improvement. For example, at times, children whose parents are not involved are required to initiate their own play for periods of time. As a result, some of them become distracted and begin to wander around the room with little focus before staff intervene.

Adults strive to make all children's learning fun; children enjoy interaction during story time, they help tell the story and love doing actions to match what they see and hear. This supports their learning well as they learn to listen and pay attention. They also enjoy listening to books that they look at themselves or with staff. Children are eager to learn and show their enjoyment in the wide range of play opportunities on offer. They are gaining confidence in learning new skills and in their physical abilities, as well as being provided with new challenges. For example, children build, making trains and caravans, using good handling skills to put the pieces together carefully. They solve problems and talk about the experiences they have when they go on journeys, to the seaside and shopping. Staff are enthusiastic about activities and this engages the children, motivating them to join in. Children experience a wide range of stimulating and interesting resources and activities. There are some good writing and mark-making materials indoors but staff are not always routinely encouraging the use of these outside or in other activities, such as role play. This reduces positive opportunities for children to freely develop their pre-writing skills, throughout the play environment. Children are gaining the skills they need for going to school. They are confident and keen to interact with the staff. They are learning to play cooperatively with other children and have small responsibilities, such as helping at snack time. The staff support children's communication and language development well. They ask questions of children that need them to think of an answer, valuing their ideas and thoughts. There are activities linked to the Every Child a Talker programme to help staff with the assessments of some children's language development if needed. This helps staff put plans in place to promote children's learning.

Children's mathematical learning is promoted effectively through their play and daily routines throughout the session. Staff use number games including matching and sorting games, where they match the correct number of objects. Children have fun counting on the abacus to 10 and use mathematical language, such as 'big' and 'small', to compare and contrast sizes of the towers they build. Children are able to use the mathematical skills they have gained when playing computer number games. Here they match, sort and categorise sets of objects. This also aids children's early information and communication technology skills well. The outdoor area, especially, provides an age-appropriately planned, resourced and exciting place where children can play and learn all year round. Children gain good physical skills as they climb, balance and use small equipment to learn how to catch and throw. Creative resources and everyday items provide stimulation to

children's imagination. For example, children enjoy playing shops in their role play and use electronic tills and money as they 'buy things for mummy'. Key persons make sure they find out about children's family and cultural background from parents. They encourage children to talk about their home life and favourite things at registration time. Here, they also learn a letter sound and number of the week. This helps their early literacy and mathematical skills as they learn letter and number recognition. The adults strive to ensure there is a balance of adult-led activities and child-initiated play, which helps promote the children's increasing independence. All children are encouraged to recognise their own name, using self-registration and at snack time. Children clearly enjoy their time at the pre-school, achieving and developing the skills they need for their future learning.

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

Staff show they contribute very effectively to the well-being of all children at the pre-school. Adults display a good understanding and sensitivity towards the children, helping children feel valued and secure. This is an important part of the relationships the children have with the adults. Children are supported well by the adults in their time at the pre-school, resulting in children progressing successfully and effectively in their learning. Each child has a named key person who gets to know them well and ably supports their care and learning needs. The adults also provide good support for children with special educational needs and/or disabilities. They are efficient and act promptly on advice from parents and other specialists. The effective processes in place mean that the pre-school can adapt, improve and provide activities to meet children's varying needs. They also work extremely closely with parents and other carers, such as grandparents and childminders. This results in good information sharing and helps support children's emotional development well.

All children clearly enjoy being at the pre-school. They show confidence in the adults who respond effectively to their individual needs. Children show a good awareness of understanding boundaries. Staff promote positive behaviour expectations by encouraging children to tidy up. Children respond positively to familiar adults by listening and following instructions and play cooperatively and kindly together, taking turns to share resources. Staff manage children's behaviour well and show that they take children's level of understanding and individual needs into account. As a result, children behave well. Children show increasing awareness and confidence as they happily explore their environment. They are able to select their own activities and resources which are accessible in low-level trays and storage units. Staff make use of clear labels and visual images in the environment to help children identify their individual trays and resources. Children show confidence in asking staff for help when needed. Most children are able to manage their self-care needs, such as washing and drying their hands as well as managing their toileting needs. Children who wear nappies have a designated changing area within the main bathroom. Staff demonstrate effective practice in promoting hygiene and because they remind children about the importance of washing hands before meals, the children are learning to do this independently.

Children demonstrate good levels of independence skills that help them when they go to school. For example, they access the toilets when they need to or pour themselves a drink

of water. Children benefit from the varied, nutritious and freshly prepared snacks. They learn about healthy eating as they enjoy fruit, with water or milk to drink. The children's snack menu is nutritional and balanced, catering for individual dietary requirements. Children enjoy playing outside and so benefit from the fresh air and regular physical exercise. Adults ensure children are cared for in a healthy and safe environment. Children learn how to keep themselves safe in an emergency, for example, they regularly practise evacuating the building. Adults encourage children to take on new challenges, promoting their confidence and self-esteem. These practices mean children are well prepared for the next move in their lives. The resources throughout the setting are of a very high quality.

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

There are effective arrangements in place to implement the safeguarding and welfare requirements of the Early Years Foundation Stage. All adults show they have a good understanding of the Local Safeguarding Children Board procedures and are secure in knowing how to respond if they ever have concerns about a child in their care. The committee and staff have a secure knowledge of child protection and an understanding of the processes to follow should they have concerns about a child in the pre-school. All staff complete safeguarding training and there are clear written procedures in place. The pre-school premises are secure and staff are vigilant to ensure children do not leave without supervision. The required documentation is in place, such as recording systems for accidents and attendance, to promote children's welfare. There are clear written risk assessments that the managers review regularly. These help demonstrate how the staff minimise potential risks to children, for example, the kitchen door is secure. Staff carry out daily checks to ensure the premises, indoors and out, are safe and suitable for children to use. There is a rigorous recruitment process in place and appropriate checks are carried out to help ensure staff suitability. In addition, a thorough induction process helps ensure new staff are well informed of the pre-school procedures.

The manager oversees all planning and assessment to ensure that the educational programmes consistently meet the individual needs of all children. She and key persons also track children's progress, using their observations and assessment procedures. This means they are able to keep a check on children's achievements and development. If there are any concerns about individual children's progress, these can be swiftly identified and relevant steps taken and planning put in place. As a result, the pre-school's, assessment procedures, planning and educational programmes are effective. Staff performance is closely monitored by the manager through observations, regular staff supervisions, as well as yearly appraisals. This supports their future professional development and knowledge on how to provide good facilities, support and experiences, for all children and their families. The pre-school's self-evaluation process is continuous and efficient, with reflective practice and evaluation systems in place throughout the pre-school. These, along with regular staff meetings and parent feedback, identify and address any issues raised. Parents' and children's views also contribute to the improvement plans. Their views are obtained through informal discussions as well as parent questionnaires.

There are established partnerships with others, such as social services and health visitors

that help the staff effectively meet children's individual needs. The committee and manager value the partnerships the pre-school has built up with local agencies and professionals, such as the local authority early years team and safeguarding team. They make good use of the support and information provided, to help promote children's well-being, welfare and ongoing development. Communication is a strength of the pre-school staff team and this helps support effective partnership working. Partnership with parents is strong and well established. Parents are very happy with the care and education their children receive and express they are pleased with the progress their child has made. Parents also say they are very happy with the pre-school and that the adults working there are helpful, approachable and supportive. They clearly feel at ease as they bring and pick up their children. All adults in the pre-school are clearly aware of how important their role is in helping children in their learning and development.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	956504
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	65
Name of provider	Newhall and Stanton Pre - School Playgroup Committee
Date of previous inspection	22/04/2013
Telephone number	01283 216389

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Type of provision

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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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