

Newhall Preschool

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



Inspection date

20 July 2017

Previous inspection date

1 April 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Assessments of children's learning are not precise enough. This means that not all children are provided with enough challenge to make good progress in their learning.
- The effectiveness of teaching and the impact this has on children's learning is not yet monitored well enough to help improve the quality of teaching and outcomes for children.
- Staff do not make the best use of routine activities to further support children's developing social and independence skills.
- Staff do not give children enough encouragement to join in activities with other children, or plan support for children who have not yet made friends.

It has the following strengths

- The nurturing staff have developed warm, caring relationships with the children, who enjoy their time at the pre-school.
- Staff involve parents in contributing to initial assessments of their children's skills on entry. Regular review sessions give parents the opportunity to discuss their child's progress with their key person.
- Children's behaviour is good. Staff use age-appropriate strategies to help children to develop an understanding of boundaries. They consistently recognise individual children's achievements and give praise for their efforts.
- Staff plan a wide range of activities that cover all areas of learning.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- improve how staff observe and assess children's learning in order to consistently identify where children are in their development and to plan precisely for the next steps in their individual learning, so that all children make good progress. 04/08/2017

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

- develop further the monitoring of staff performance and support their ongoing professional development to help promote consistently good teaching and learning
- provide more opportunities for children to develop their social skills and practise doing even more things for themselves
- give children encouragement to help them join in activities with other children and plan ways to support children who have not yet made friends.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Tina Garner

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager carries out an annual appraisal of staff and sets objectives at these meetings for staff to complete training. However, the ongoing monitoring and development of staff performance is not fully effective. Consequently, there are inconsistencies in the quality of teaching and learning. The arrangements for safeguarding are effective. All staff have completed safeguarding training and know how to report any concerns about the welfare of children. Risk assessments are used successfully to reduce potential risks to children. The manager evaluates the pre-school's provision and uses parents' feedback to make improvements.

Quality of teaching, learning and assessment requires improvement

Staff do not assess children's progress well enough. Consequently, planned activities are not well matched to children's abilities or precisely focused so that any gaps in learning close rapidly. Nevertheless, children enjoy their time at pre-school. They develop their creative skills as they make marks with pencils and pens, manipulate dough and add glitter to their collage pictures. They enjoy emptying and filling containers with sand, and explore peat when playing in the mud kitchen. Staff play alongside the children and ask pertinent questions to encourage them to think for themselves and share their ideas. They ensure that toys and resources are suitably arranged to enable children to make choices in their play. This helps to support children's curiosity and active learning.

Personal development, behaviour and welfare require improvement

Children are not always successfully challenged or encouraged to make as much progress as they can. Staff do not yet support children to develop skills in initiating play with other children. Routine activities led by staff are not always used to fully promote children's social skills and independence. Nonetheless, children are happy and settled. Overall, staff support children's emotional well-being effectively through an established key-person system. Children know, understand and follow the routines of their day very well. They develop positive attitudes towards managing their own behaviour, as staff are good role models. Children become engrossed in their play and confidently invite adults to join them. Staff teach children good hygiene practices and children are supported to manage their own self-care. The outdoor area provides exciting play opportunities for children of all ages and effectively supports those who prefer to play and learn outside.

Outcomes for children require improvement

Weaknesses in assessment and planning mean that children are not making consistently good progress from their starting points. However, children are improving their mathematical skills. They are starting to match quantities to numerals, count up to 10 and add numbers together. Children develop writing and reading skills. They confidently join in mark-making activities and enjoy listening to stories. Children concentrate on things that interest them and have confidence to explore the pre-school environment. They are acquiring some skills in readiness for their eventual move on to school.

Setting details

Unique reference number	206828
Local authority	Derbyshire
Inspection number	1101787
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	73
Name of registered person	Newhall and Stanton Pre-School Playgroup Committee
Registered person unique reference number	RP905997
Date of previous inspection	1 April 2014
Telephone number	01283 216 389

Newhall Preschool registered in 1996. The pre-school employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications between levels 2 and 4. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.45am until 11.45am and from 12.30pm until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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