

Newhall Preschool

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



Inspection date

10 April 2018

Previous inspection date

20 July 2017

	This inspection:	Requires improvement	3
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	3
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:

- The quality of teaching varies. Staff do not use the information they have gained from children's assessments to help them challenge and extend children's individual learning effectively. Not all children make as much progress as they could.
- The manager does not monitor the quality of teaching well enough to ensure that staff provide children with consistently good-quality learning experiences.
- At times, the organisation of some daily routines interrupts children's learning. Children cannot complete the tasks they are doing to their own satisfaction.
- The manager's self-evaluation is not strong enough to help identify all areas where improvement is needed to provide good-quality care and learning for children.

It has the following strengths

- Children are happy and well settled. They develop secure relationships with the staff and leaders. They learn to be kind and take turns during play. Children behave well.
- Partnerships with parents and others are strong. Staff use various strategies to keep parents well informed about their children's learning and how to extend this at home.
- The manager, the committee and staff take positive steps to keep children safe. The arrival and collection times ensure children are safe and secure.

What the setting needs to do to improve further

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

- | | Due Date |
|--|-----------------|
| ■ ensure staff use the information gained from assessments to prioritise, challenge and extend children's individual learning. | 20/04/2018 |

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

- improve the monitoring of teaching to identify and address all weaknesses in staff's practice and focus on raising the quality of teaching so that children make good or better progress
- manage changes to routines more effectively to help minimise interruptions to children's learning so that they have more opportunities to complete their tasks to their own satisfaction
- develop the self-evaluation process further to ensure it is effective in identifying all areas that require improvement to raise the quality of the provision to at least good.

Inspection activities

- The inspector carried out a tour of the pre-school. She looked at the range of resources available for the children to use and security arrangements to keep them safe.
- The inspector spoke to the children and some parents during the inspection. She held discussions with the manager, the deputy manager and the chairperson of the committee at convenient times throughout the inspection.
- The inspector observed activities indoors and the interactions between the staff and children. She completed a joint evaluation of an activity with the manager and discussed the impact of teaching.
- The inspector discussed the children's learning and progress with the manager and the children's key person.
- The inspector discussed with the manager some of the pre-school's policies and procedures, staff's suitability records and qualifications. She also discussed the pre-school's action plan, staff's performance and monitoring procedures.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management requires improvement

Systems for monitoring staff's performance are not strong enough. Staff receive regular supervisions and complete training to support their development. However, this is not fully effective in raising the quality of teaching. Self-evaluation is not used rigorously to include all aspects of the provision. Although, the manager has identified weaknesses and some areas for development, this is not yet having an impact on children's learning. Recruitment and vetting procedures to determine the suitability of staff to work with children are thorough. Safeguarding is effective. The manager and staff have a strong understanding of child protection arrangements. They know what to do if they have concerns about a child or an allegation is made against a member of staff.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is inconsistent. Although staff interact with children in a positive manner and provide a range of activities that follows children's interests, they do not use the information gathered effectively from assessments to prioritise children's individual learning. Sometimes, staff miss opportunities to challenge and extend children's learning. For example, although staff help children to use tools and develop some vocabulary as they enjoy exploring paint and glue, staff do not use the activity well to teach skills in other areas of learning. Children enjoy looking at books on their own or sharing one with a member of staff. They listen carefully to familiar stories and join in with the phrases, supporting their early literacy skills.

Personal development, behaviour and welfare require improvement

Inconsistencies in the quality of teaching mean that some children are not challenged or inspired to learn as much as they can. Nevertheless, overall, staff meet children's personal needs appropriately and supervise them effectively to ensure their safety. However, at times, staff interrupt children's learning, such as for group times, and they cannot complete activities. Staff help children to settle in and feel secure in their care. They work well with other professionals to support the children who have special educational needs and/or disabilities. Staff develop good relationships with children. Children are confident and sociable. For example, they excitedly make food for the staff and other children in the role-play area and talk to each other at snack time.

Outcomes for children require improvement

Although, children enjoy their time at the pre-school, they do not make the best possible progress in their learning. They develop some skills for their future learning and school. For example, they enjoy sorting and matching toys of various colours and sizes as they play, supporting their mathematical development. They develop their personal skills. They learn to put their coats on and clear away their cups and plates after snack.

Setting details

Unique reference number	206828
Local authority	Derbyshire
Inspection number	1110237
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	58
Name of registered person	Newhall and Stanton Pre-School Playgroup Committee
Registered person unique reference number	RP905997
Date of previous inspection	20 July 2017
Telephone number	01283 216 389

Newhall Preschool registered in 1996. The pre-school employs 10 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. Sessions are from 8.45am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

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