

St Edmunds Preschool Community Interest Company



St. Edmunds Church Hall, Kings Croft, Allestree, DERBY DE22 2FN

Inspection date	10 September 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Good	2
	Previous inspection:	Not applicable

Effectiveness of leadership and management	Good	2
Quality of teaching, learning and assessment	Good	2
Personal development, behaviour and welfare	Good	2
Outcomes for children	Good	2

Summary of key findings for parents

The provision is good

- Leadership is strong. Managers are well qualified and effective in leading the knowledgeable, enthusiastic and dedicated staff team. Robust supervisory meetings help staff to plan for their continued professional development to improve outcomes for children.
- The key-person system is firmly embedded and used effectively to ensure that all children feel safe and secure in their surroundings.
- Teaching is good. Staff make regular and accurate assessments of children's achievements. Children make good progress and are developing the key skills needed to help to prepare them for their move on to school.
- Children benefit from a learning environment that is welcoming, spacious and thoughtfully presented. They are highly motivated and explore freely during their play.
- Partnerships with parents have a positive impact on children's learning and development. Informative and effective settling-in procedures help parents to feel valued, respected and build up a positive relationship from the start.

It is not yet outstanding because:

- Staff do not consistently respond to the children's differing levels of engagement and encourage all children's full involvement to deepen their thinking skills during some adult-led group activities.

What the setting needs to do to improve further

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

- consider the differing stages of children's development and enhance their engagement in adult-led activities, to extend all children's ability to concentrate and participate even more actively.

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 completed a joint observation with the pre-school manager.
- The inspector sampled a range of documentation, including records to show the progress children make in their learning, staff files, safeguarding reports and confirmation checks that staff have been deemed suitable to work with children.
- The inspector spoke to staff and children at appropriate times during the inspection. She looked through the planning of activities and discussed these with staff.
- The inspector spoke to parents available on the day and took account of their views.

Inspector
Carly Polak

Inspection findings

Effectiveness of leadership and management is good

The manager is a good role model, who works closely with all staff members. She meets with each member of staff to discuss their teaching skills, children's progress and welfare. Regular staff meetings focus on quality and improvement, with everyone working together successfully as a team to maintain good standards. Rigorous self-evaluation motivates staff to continue to drive towards achieving the highest-quality provision for children. Managers monitor how well individual and different groups of children achieve in their learning. This helps them to identify trends in children's learning and put effective plans in place to help close any gaps in children's learning. For example, effective action plans are in place to enhance opportunities for children to extend their mathematical skills. Safeguarding is effective. All staff have a thorough understanding of their role and responsibility in keeping children safe. They know the procedures to follow should they have any concerns about the welfare of a child.

Quality of teaching, learning and assessment is good

Qualified staff provide a good mix of child-initiated and adult-led activities. Overall, children's learning is skilfully extended and staff know children well. Staff plan challenging activities to promote children's next steps in learning, promoting their thinking skills. For example, as they play in the pretend ice cream parlour staff ask children about the different flavours on offer. They continue to build on children's interests and skilfully weave in opportunities for children to develop their mathematical understanding. Staff talk about money and ask children how many more ice creams are needed. Children start to add up simple sums confidently. There are good opportunities for children to develop their physical skills and learn how to manage risks. Children find different ways to climb up a climbing frame and come down the slide.

Personal development, behaviour and welfare are good

Children's behaviour is good. Staff set clear boundaries and are consistent with their expectations. They encourage children to treat each other with respect and kindness. Children have a nurturing settling-in experience and develop an excellent bond with their key person. Staff take time to tailor the provision to meet children's individual care needs. There are good two-way systems in place for sharing information with parents about children's needs and achievements. Parents comment that they feel like the staff truly know their child and family. Children have many opportunities to be independent and make their own choices. They put their own coats on, wash their hands and peel their own fruit at snack time. Children's self-esteem is developing well. They relish the opportunity to be responsible for tasks.

Outcomes for children are good

Children are confident communicators and express their thoughts and ideas with confidence. They show good listening and attention skills. Children listen attentively for instructions to tell them what to do next. They develop their physical skills and practise standing on one leg, hopping and jumping. Children, including those in receipt of additional funding, make good progress in their early literacy skills. For example, they confidently find their name on a printed card when they arrive in the morning.

Setting details

Unique reference number	EY535976
Local authority	Derby
Inspection number	10076825
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	30
Number of children on roll	27
Name of registered person	St Edmunds Preschool Community Interest Company
Registered person unique reference number	RP535975
Date of previous inspection	Not applicable
Telephone number	01332 552773

St Edmunds Preschool Community Interest Company opened in 1982 and re-registered in 2016. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, all year round. Sessions are from 9.15am to 3.15pm on Monday, Wednesday and Friday and from 8.45am to 11.45am on Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

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