

Newbold Parish Church Pre-School



The Eagle Club, St Johns Road, Newbold, Chesterfield, Derbyshire S41
8QN

Inspection date	3 December 2018
Previous inspection date	13 July 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

This provision is good

- Leaders demonstrate a committed and passionate approach to their work with children. Since the last inspection, they have worked together with the committee and staff to make significant improvements to the provision.
- Staff know and understand how to observe the achievements children make in their learning. They use the newly developed systems consistently to identify each child's next steps and plan for individual children's learning needs.
- Children develop strong relationships with familiar staff and other children. This helps children to feel secure so that they can confidently and actively play, learn and explore.
- The pre-school has strong working partnerships with other professionals. This ensures that children with special educational needs and/or disabilities receive prompt support when needed and continuity in their care.
- Staff do not always give enough consideration to how younger children can be fully involved when taking part in planned activities.
- Some staff are not as highly skilled as others in promoting rich and varied learning experiences that help all children to make as much progress as possible.
- Although staff and leaders closely monitor the progress made by children, there is scope for leaders to use this information more astutely to make sure specific groups benefit from highly tailored support that promotes their rapid progress.

What the setting needs to do to improve further

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

- help staff to support the deep involvement of younger children who are taking part in planned activities
- enhance the monitoring of staff's practice to continually develop staff's knowledge and teaching so that all are equally skilled in helping children to make the highest levels of progress
- embed systems for tracking the progress made by groups of children to target interventions that help all children make as much progress as possible.

Inspection activities

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

Inspector

Kim Barker

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Necessary checks are in place for all committee members. Leaders have enhanced the procedures for recruitment, induction and staff supervision and for checking the ongoing suitability of staff working with children. Staff report that they feel well supported in their role and that there are some opportunities for developing their knowledge and skills through regular discussions. Staff are alert to the signs that may indicate that a child is at risk of abuse. They fully understand their responsibilities to respond to any concerns about a child's welfare.

Quality of teaching, learning and assessment is good

Children make good progress in their learning and development. This is because leaders and staff have high expectations of what children can achieve in their learning. They use effective systems to track each child's learning and development. Parents are encouraged to engage with staff when children first start in the setting to share with them what their children already know and can do. Generally, staff guide children's learning as they play. For example, staff demonstrate as children play with dough. Children use their physical skills and develop their own way for doing things as they manipulate the dough and use a variety of tools. Children play with blocks and begin to play imaginatively. They have plenty of time to think and respond when staff ask questions about their developing story. Children confidently share what they know about the world as they play.

Personal development, behaviour and welfare are good

Children make independent choices and negotiate with others to decide what they want to play with. They learn to respect each other's opinions. Older children develop confidence in speaking and listening in a group as they take turns in group discussions. Children learn the importance of leading a healthy lifestyle. Staff use interesting and engaging methods to teach children the importance of washing germs from their hands. Staff model language and provide opportunities for children to practise their physical skills. For example, children keep on trying and gain confidence when they use a rod to play a pretend fishing game. Staff talk to children about the food they eat during snacks and meals to help them make positive choices as part of a balanced diet.

Outcomes for children are good

Children grow in confidence and ability. They are beginning to develop the knowledge and skills they need for their future learning, including for the move on to nursery or school. Children know and respond very well to the pre-school's routine and staff's expectations. They count, learn words about position and begin to match several items with a written numeral during play. Children develop early literacy skills. They make purposeful marks and talk freely about what their marks represent. They demonstrate their enjoyment of listening to stories and match pictures in a lotto game.

Setting details

Unique reference number	206826
Local authority	Derbyshire
Inspection number	10085131
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	50
Number of children on roll	36
Name of registered person	Newbold Parish Church Pre-School Committee
Registered person unique reference number	RP907541
Date of previous inspection	13 July 2018
Telephone number	01246 451141

Newbold Parish Church Pre-School registered in 1967. The pre-school employs 13 members of childcare staff. Of these, two hold appropriate early years qualifications at level 5, six hold level 3 and two hold level 2. The pre-school opens Monday to Friday, during term time only. Sessions are from 9am until 11.30am and from 12.30pm until 3pm, with a lunch club from 11.30am until 12.30pm.

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