

The Community Pre-School

Station Road, West Hallam, Ilkeston, DERBYSHIRE, DE7 6GX

Inspection date	03/03/2014
Previous inspection date	07/12/2009

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

- Practitioners have a good understanding and give high priority to the safety of children. This ensures that children are able to be active learners playing and exploring confidently in a safe and secure learning environment.
- There is an established key person system in place, care is taken to build positive relationships with the children and their families, which supports children's emotional well-being.
- Robust transition arrangements are in place that fully support children and their families as they move on to other providers or school. This ensures that children's learning and development is shared to ensure a smooth transition.
- Arrangements for safeguarding children are robust. Secure systems are in place to ensure the suitability of staff who work in the setting.

It is not yet outstanding because

- Practitioners do not yet make full use of the learning and development opportunities available in the role play area.
- There is scope to further develop the systems in place for monitoring children's progress for groups of children.

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 held a meeting with the manager and checked evidence of suitability and qualifications of practitioners working with children
- The inspector observed activities and children at play throughout the inspection.
- The inspector spoke with children, parents, practitioners and the manager throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and planning documents

Inspector

Dawn Barlow

Full report

Information about the setting

The Community Pre-School opened in 1983 and is registered on the Early Years Register. It operates from the main room and sports hall in the Community Centre in the village of West Hallam, Derbyshire. The centre has level access and there is a secure outside play area. The pre-school serves the local area and surrounding villages. The pre-school opens five days a week from 9.05am until 3.05pm term time only.

There are currently 64 children in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently 9 staff working directly with the children, all of whom have an appropriate early years qualification. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- further develop the good system in place for monitoring children's progress to identify any emerging patterns in the progress of different groups of children
- review the way staff support children's learning within the role play area to provide greater opportunities for children to develop and act out their own ideas.

Inspection judgements

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

The quality of teaching is good. Practitioners demonstrate a good awareness of the learning and development requirements within the Early Years Foundation Stage. All areas of learning and development are provided through a well organised balance of adult-led and child-activities as a result, children enjoy learning through play and demonstrate a positive approach to learning. Children are well prepared for school and their next steps in learning as practitioners have good knowledge and understanding of how to promote young children's learning and development.

The indoor and outdoor learning areas are arranged so that children can access resources easily. This means they make independent choices. Robust systems are in place to observe and plan for the children's next steps in learning. Practitioners use children's interests to plan activities which lead to their next steps in learning. Practitioners complete both short and longer observations of their key children and others to ensure that children's achievements are recorded. Observations clearly link to the ages and stages of development. Photographs and pieces of work are annotated and collated in individual

files. The progress check at two has been completed and shared with parents. Parents are kept well informed of their children's progress through termly summative assessment sheets. This means that parents are fully and effectively involved in their children's learning. Through carefully planned activities and the provision of high quality resources children showed high levels of concentration and sustained shared thinking with other children and practitioners.

Practitioners provide suitable opportunities for children to have a range of first-hand experiences, such as, observing the weather, watching for birds and growing plants. At the mark making table, children access new and familiar resources to support their creativity. The practitioner's skilful use of open-ended questions and sensitive suggestions enable the children to give meaning to their marks to promote their interest in writing for a purpose. A well-resourced role play area is provided for the children. However, practitioners sometimes do not always use this area to support children to develop their own ideas and take on different roles in their play. The pre-school ensure that children are introduced to a range of celebrations and events. For example as part of the pre-schools plans to celebrate World Book Day a range of visitors have been asked to come and read their favourite story. As result, children are learning to about a range of celebrations that take place throughout the year.

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

Children's personal, social and emotional development is given high priority by all practitioners. Behaviour is good throughout the pre-school. Practitioners incorporate gentle reminders of how to use resources safely as they play. For example, children playing with the sand and cars were asked to be careful not to bump into each other as they moved around the area. Children's confidence and self-esteem is continually nurtured through the praise and encouragement they receive from Practitioners. A flexible and stimulating learning environment provides children with a wide variety of resources to stimulate their play and encourage them to follow their own interests. Children play independently and with their peers, they share and take turns.

The key person role is well established in the pre-school. Parents feel welcome in the pre-school and know who their child's key person is. They speak highly of the positive relationships in place and how they are kept informed of child's experiences at pre-school. For example, a 'passport' has been created to enable practitioners and parents to share relevant information to ensure the child's individual care and learning needs are met. Practitioners show sensitivity to the children who need additional support at times of change in the routine of the session as a result, children feel secure to participate in different activities and experiences.

Children have good opportunities to learn about healthy lifestyles. Children are offered a range of healthy snacks during the session. Practitioners and children discuss healthy foods; for example, a small group of children talked about what could be for snack which reinforces their understanding of being healthy. Mealtimes are social occasions as children sit chatting to their friends and practitioners. Children's physical development is promoted well because practitioners ensure that children have access to the outdoors daily.

Practitioners provide opportunities for children to identify their own risks. For example, children learn how to safely balance on a range of play equipment. Photographs displayed around the pre-school and on parents information boards show children outside planting vegetables and flowers, collecting leaves and playing on large equipment. This means that children's physical development is being appropriately developed. Practitioners carry out daily risk assessments of the premises this ensures that children are kept safe from harm.

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

Safeguarding is given high priority within the pre-school. Robust recruitment and selection processes ensure that all staff working with the children are safe and suitable to do so. There is a register clearly referencing all practitioners' and committee members' disclosure and barring numbers. Practitioners engage in regular supervisions and appraisals are held once a year. Practitioners know how to look out for signs and symptoms of abuse and can refer any concerns appropriately. The manager ensures that practitioners are deployed effectively to maintain children's safety at all times and offer a high level of support to all children to scaffold their learning. Comprehensive written policies and procedures are in place and are shared with parents. A regular review of these ensures they are robust and reflect current legislation and practice. A robust system for self-evaluation is in place. Areas for improvement are identified & effective plans put in place to continually support the pre-school to build on the good practice in place. For example a 'secret garden' has recently been developed to enable children to have greater access to experiences to support their learning and development with a focus on physical development & understanding of the natural world.

The pre-school is well organised and staff work well together. The manager has a good understanding of her role and responsibility for the quality of the delivery of the Early Years Foundation Stage. She is supported in this by a strong voluntary management committee. The manager has a good overview of the children's learning and development. She demonstrates a good understanding of the areas of learning and development and high levels of awareness of the children's learning and development needs. The manager monitors and evaluates the education programme on a regular basis to ensure that it has depth and breadth and is supporting the children to make progress in their learning. This enables the manager to identify any support required to ensure that the educational programme is effectively supporting children's learning. The manager takes responsibility for overseeing the planning and regularly samples the children's learning journeys. She ensures that the children have a suitable learning environment that ensures purposeful and developmentally appropriate learning takes place. However, there is room to improve the monitoring system further, in order to track the progress of groups of children to identify any aspect of learning that requires further input from practitioners.

Partnerships with parents are good. Parents feel welcome in the setting and feel their children are well supported by the practitioners. They are able to talk practitioners about their children and feel informed about their child's next steps in learning and development. As part of the pre-schools recent involvement in the Every Child a Talker project they have introduced 'Chatter bags' to support children's learning and development at home with a

focus on communication and language development. Parents have responded very positively and say they have really enjoyed having the activities at home. The pre-school has a highly effective relationship with the local school. Teachers regularly visit the setting throughout the year and the practitioners ensure that children's individual needs and information about progress and learning is shared to ensure a smooth transition to school.

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	206900
Local authority	Derbyshire
Inspection number	871143
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	64
Name of provider	The Community Pre-School Committee
Date of previous inspection	07/12/2009
Telephone number	07812702167

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Type of provision

For the purposes of this inspection the following definitions apply:

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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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