

Coton in the Elms Pre-School

Community Centre, Elms Road, Coton-in-the-Elms, SWADLINCOTE, Derbyshire, DE12 8HD

Inspection date

24/06/2014

Previous inspection date

30/03/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision requires improvement

- Managers, staff, parents and other professionals, such as the speech and language therapist work really well together in well established partnerships to support children's learning and development both at home and at the pre-school.
- Children form bonds and attachments to staff because each child has a key person and is well supported to settle into the pre-school.
- Staff are suitably knowledgeable in safeguarding procedures and assessing risks meaning, children's welfare is ensured and they are protected from harm.
- Staff promote good health and hygiene effectively ensuring that children understand the importance of cleanliness and nutrition in keeping themselves healthy.

It is not yet good because

- Staff do not always use the educational programmes to provide sufficient challenge and stimulation for more able children to make rapid progress in areas where their development is stronger.
- Staff do not always consider how to make the best use of time and resources when they plan activities or the different ways in which children learn. Consequently children are not always able to explore and experiment effectively.
- Managers do not monitor the quality of teaching effectively enough to ensure that staff are consistent in their practice. As a result children do not always receive high quality learning experiences.

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 observed activities in the main area used and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the provider/manager of the provision and spoke to staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff and evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Josephine Heath

Full report

Information about the setting

Coton in the Elms Pre-school has been opened since 1972 and is registered on the Early Years Register. It is situated at the Community Centre in Coton-in-the-elms, Derbyshire. The pre-school serves the local area and has strong links with schools. The premises is accessed via a flat drive and path to the front entrance. There is an enclosed play area for outdoor play. The pre-school is managed by a voluntary committee. The pre-school employs four full-time members of childcare staff and an apprentice one day a week. The pre-school is often supported by parent helpers. The manager holds an Early Years Foundation Degree, three members of staff hold relevant qualifications at level 3 and the apprentice is working towards a relevant qualification at level 3. The pre-school is open five days a week during term times. Sessions are from 9.30am until to 12.30pm. A maximum of 24 children may attend at any one time. There are currently 33 children on roll. The pre-school receives funding for the provision of free early education for two-three-and four-year old children. The pre-school supports children with learning difficulties and disabilities and/or children for whom English is an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that staff make better use of information from observations and assessments to provide more challenges and stimulating experiences for children in areas where their development is higher than expected
- ensure that staff take account of the timing of activities, the resources needed and the different ways in which children learn in order to ensure that the characteristics of effective learning are better promoted.

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

- monitor the quality of teaching more effectively to ensure teaching is more consistent by, for example, making better use of peer observations and supervision so that children receive high quality learning experiences.

Inspection judgements

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

Children are acquiring the basic skills, attitudes and dispositions they need to be ready for school because staff have particular regard to the prime areas throughout their planning and are readily teaching children numbers, shapes, early writing and phonics throughout

the sessions. For example children's learning was extended because staff used a play-dough activity to help children make and talk about shapes, numbers and letters, and reinforced this by modelling new words and phrases.

Children are usually actively encouraged to extend their learning and think about what they will need during activities. For example, during a role-play activity about camping, children are encouraged to pack for the trip and go off on an adventure, equally children are encouraged to organise themselves to play football and take turns kicking at the goal. The staff have an appropriate knowledge and understanding of the Learning and Development requirements of the Early Years Foundation Stage and use this to help children make progress. For example, key persons know their children well and can pinpoint areas of development in which they need extra support. They also make use of information about children's developmental starting points from initial observations and discussions with parents in order to inform original assessments.

However, the quality of teaching is inconsistent and varies between activities. There are times when staff fail to recognise how children learn and either interrupt an activity or prevent them from doing something. For example, children are requested to stop what they are doing in order to join in with large group activities, snack time or outside play. This prevents them from pursuing an area of interest or becoming engrossed in their learning. They are also, on occasions prevented from exploring and experimenting with resources, for example, during water and sand play. Children playing in the water tray, attempt to work out how and why things work by using spoons to make a water wheel turn. However, staff stop them from splashing and tipping it too high, rather than encourage the children to solve problems. Equally they are prevented from adding sand to the water because it is too messy. Consequently, children move away from the activity. As a result, children are not consistently highly stimulated and motivated to learn. Nevertheless, other activities do encourage children to think, explore and experiment, such as the camping activity. In the main, therefore, children do learn and make progress in most areas of their development and are prepared to go on to the next stage in their learning as well as moving on to school.

Support for funded children and children with additional needs at the pre-school are a strength because, staff effectively use routinely made observation and assessment information to inform their planning and target areas of delay. In addition, the Special Educational Needs Co-ordinator is knowledgeable and works well with other staff, parents and professionals to ensure that they intervene and support children where they are doing less well. As a result, where progress was less than expected, these children are now making good progress. Partnerships with parents and outside agencies are particularly effective here in sharing information to be able to make accurate assessments, and therefore narrow the achievement gaps. However, sometimes staff fail to consider all information they have from observations and assessment and miss areas where children are making better than expected progress. They support children well in areas where they may be delayed, such as working with individual children on improving their language development. However, they spend less time supporting areas where children were excelling, such as in physical development, when they started. Consequently, this progress is less well maintained.

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

Staff have particular regard to personal social and emotional development. For example, they teach children to share resources and take turns throughout games and activities, especially with new toys that are highly popular like the mini computer tablets. As a result children are learning to understand they have to wait for their needs to be met and therefore are being emotionally prepared for school. The environment is welcoming, and as a result children are confident and happy within the pre-school and demonstrate self-motivation as they engage in various activities independently. However, more able children are not always highly motivated and engaged in quality learning experiences because staff do not make the best use of the resources to provide them with enhanced learning opportunities that actively challenge.

There is a key-person system in place, as a result, children have formed sound attachments and relationships with staff. For example, children seek out their key persons to sit with at activity time and are keen to show staff their achievements. Staff manage behaviour well and have clear expectations. Children respond well to staff asking them to walk and to stop and listen. As a result, children behave well and are respectful of each other and staff. Parents' comments about the pre-school highlight that they feel their children are well cared for. Parents also commented that the pre-school has effective settling-in procedures and information sharing procedures that enable them to know their children are happy and settled. Therefore children at the pre-school are emotionally secure.

The environment is safe and secure because staff are knowledgeable about assessing risk and encouraging children to take responsibility for their own safety. For example children are told about an area of the garden they cannot go, but it is not sectioned off, the children understand the boundaries of the pre-school and the risks this area may cause to them and they do not go near it. As a result, children are developing a sense of personal safety. Staff promote health and hygiene through positive practices. For example, children go outside regularly in the fresh air, use different soaps to make hand washing good fun, and have constant access to a water station and a healthy snack-time. They encourage children to make healthy choices for themselves and promote independence. For example, the pre-school use the opportunity of going outside to ask children what they need, they all respond, 'hats' and go off to fetch them. Furthermore, the pre-school consistently asks children to help them set the weekly menus for snack encouraging them to make healthy choices. As a result, children are learning about making healthy lifestyle choices throughout.

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

The provider has some understanding of their responsibilities in meeting the learning and development of the foundation stage, including the extent to which they monitor and deliver the educational programmes, however, these are not consistently delivered by the

staff. On the whole, the monitoring of the educational programmes ensures that all areas of learning are being covered, however, it is not effectively targeted to ensure all children continue to make rapid progress in all areas. The systems for checking progress for different groups of children have been highly effective in securing intervention for children with additional needs and monitoring their progress in these vulnerable areas. However, the systems for checking progress of more able children have not been targeted enough to identify that the educational programmes are lacking in suitable challenge for these children. As a result, although children are making progress it is not as effective as it could be. The provider has an appropriate understanding of safeguarding procedures and their role within these. There are two designated members of staff for safeguarding within the pre-school and staff receive safeguarding training. An effective recruitment system is in place in order to ensure people employed to work with the children are suitable. The provider and staff are knowledgeable about what to do if they have a concern about a child and have in place appropriate reporting procedures. They are also informed about what to do in the case of an allegation about a member of staff and make reference to contacting the local safeguarding children's board and Ofsted. As a result children in their care are safeguarded and any concerns about a child dealt with adequately.

The monitoring of staff is not yet effective in securing the necessary improvements to teaching. Observations of staff practice and the giving of developmental feedback have not been regular enough for teaching to improve. Experienced staff all hold suitable early years qualifications and are currently supporting the newer member to achieve her level three in the early years. Staff have access to training and training needs are identified using an online system, this includes training that staff want to attend such as training about autism and other training about children with specific needs. This training has a positive impact on children with identified needs and ensures they make good progress. The provider completes some evaluation of the pre-school. They discuss targets for improvements that are currently still being met and evaluated. These include the recommendations from the previous inspection about making better use of information about children's starting points, improving the outdoor area, which is still in discussion with the community centre, and purchasing more technology for the children to use. The staff, parents and children all make contributions to the evaluation process. For example, they have a suggestion box, use newsletters, discussions and questionnaires to collect feedback. As a result, the pre-school is able to drive improvement for the children, although this is not always well targeted around weaknesses in teaching.

Partnerships with parents are effective. Staff make use of information from parents on entry and continually discuss children's development with them. Parents report that they feel fully included in their children's learning. Partnerships with outside agencies are a strength of the pre-school as they work with speech and language therapists, social services and local schools in order to secure appropriate intervention for children with additional needs and take advice on their learning programmes. This ensures progress in areas of delay for these children. These partnerships also help children in preparing for their school transitions. This is because the pre-school share information about children's development and the children get to know their school teachers because they come into to read stories. Therefore, this helps children to feel more positive and secure about their future learning.

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	EY252588
Local authority	Derbyshire
Inspection number	848374
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	33
Name of provider	Coton in the Elms Pre-School Committee
Date of previous inspection	30/03/2009
Telephone number	01283 762 655

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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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