

William Gregg VC Leisure Centre Pre-School

Hands Road, Heanor, DERBYSHIRE, DE75 7HA

Inspection date

Previous inspection date

30/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- Children's safety is effectively promoted within the pre-school as staff continually risk assess activities and have a suitable understanding of child protection issues.
- Staff plan and provide a varied range of activities across the seven areas of learning, to promote children's enjoyment and development.
- Staff work well to support children in feeling emotionally secure as they start at the pre-school and when they are preparing to go to school.
- Staff are proactive in identifying early concerns in children's development and working in partnership with other professionals to ensure that appropriate support is in place.

It is not yet good because

- Teaching requires improvement as staff do not always fully focus their support for children's next steps in learning.
- The resources to support children's imagination and creativity are not always effectively organised, with regards to the small world toys and tools and materials in the craft area.
- There is scope to expand on the information that staff gather from parents and carers to inform children's starting points on entry.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main hall and the outside learning environment.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector viewed evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and the action plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Justine Ellaway

Full report

Information about the setting

William Gregg VC Leisure Centre Pre-School was established in 1985 and re-registered in 2014. It is on the Early Years Register and the both compulsory and voluntary parts of the Childcare Register. It operates from one room within William Gregg VC Leisure Centre, which is situated in Heanor, Derbyshire. Children have access to an enclosed outdoor play area. The pre-school employs six members of childcare staff, five of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday all year round. Sessions are from 9.15am until 12.15pm. Children attend for a variety of sessions. There are currently 28 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- improve the planning of activities to provide a challenging experience for each child, fully supporting their next steps of learning during both free play and adult-led activities.

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

- develop further the resources to support children's imagination and creativity, for example, by expanding the range of tools and equipment for children to assemble and join materials together and organising the small world toys to support children to engage in pretend play and make up stories
- develop further the partnership with parents and carers to consistently gather their contributions to the initial assessment of children's starting points on entry.

Inspection judgements

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

Staff have a suitable understanding of how to support children's learning and development and as a result, children do not make good progress towards the early learning goals. Staff are friendly and welcoming, therefore, children enjoy themselves at the pre-school. Staff observe what each child can do and maintain a record of their achievements. On the whole they make appropriate use of this information. Each term they review it, to assess the child's stage of development and where they need to focus to help them to move

forward in their learning. They also maintain a record of children's achievements over time so that they can identify any gaps in their learning. However, staff do not always effectively support children's next stage of learning through their teaching. They interact well with children in promoting their general learning, but do not always focus specifically on the skills children need in their particular areas of support. Children develop their communication and language skills as staff ask questions that encourage them to think and respond. This includes recalling past events and describing these to others. For example, staff ask the children who have recently visited school to describe what they did on their visit. Other children are encouraged to listen and join in with the discussions. This supports children in developing the skills they need in readiness for school.

Staff effectively support children to use computer tablets to develop an understanding of technology as well as mathematics. Children operate simple games with shapes and numbers and staff encourage them to work out what they need to do by themselves. Staff only join in where children need support or to extend the activity, for example, by challenging children to count the corresponding number of fingers or recognise more complex shapes. Staff provide effective support for children to develop their early literacy skills. Children enjoy listening to stories and looking at books. They join in enthusiastically with a favourite story and act it out, remembering what happens next. Children find their name card when they arrive and are encouraged to write their name in a book. Children enjoy engaging in pretend play with their friends and select props, such as the dressing-up hats to take on different characters. Staff encourage children's play as they show an interest in what they are doing. When the children pretend they are on a train outside, a member of staff supports this by talking about who is going to be the driver and collecting the tickets. Children join in enthusiastically with the regular music and movement session. Staff demonstrate and encourage the children to make different movements, such as stretching up high, which helps them to develop their balance.

Careful consideration is given to completing the progress check for children between the ages of two and three years. Staff complete this in partnership with parents and carers and highlight any concerns about the child's development, to share with the health visitor. This ensures that other professionals have the necessary information to ensure early intervention if it is required. Staff gather some information from parents and carers about children's starting points. However, this is not fully developed so that the information is detailed and fully useful in establishing a baseline assessment of the child's stage of development. Parents and carers receive a termly written assessment of their child's stage of development. Each key person regularly talks to parents and carers about their child's development. The pre-school provides a newsletter with information about forthcoming activities.

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

The support for children to settle within the pre-school is effective. Staff greet children and their parents and carers warmly as they arrive. Any minor upsets are dealt with well by staff and children are quickly comforted. Settling-in visits are managed according to the needs of each child. The manager takes time to work with parents and carers to support

children to settle by encouraging consistent attendance and increasing attendance if this will help. Staff gather reasonably useful information from parents and carers regarding children's interests and preferences. This effectively promotes children's emotional well-being. A strength of the pre-school is the effective coordination of support for children as they begin to get ready to go to school. Staff invite teachers and other adults from the school to come and meet the children, prior to their first visit. This helps children to begin to feel comfortable as they know what their teacher looks like. Staff also reorganise an area within the pre-school room to replicate a school. They make appropriate use of opportunities throughout the session to talk about school, to role-play activities, such as the register and to read the children a story about going to school. This helps children in feeling emotionally prepared for their move onto school.

Staff are effective role models who are calm, friendly and positive. They are consistent in teaching children an understanding of the expectations. As a result, children behave well and show respect for each other as well as the environment. They are very considerate when joining activities, for example, at the snack table where they join the table when there is space for them, without any fuss. Staff are suitably deployed throughout the session so that they spend time with the children. They organise themselves appropriately to support the routines during the session, for example, when children walk over to the park. Each member of staff has a specific role and carries this out without needing guidance. As a result, children's enjoyment is promoted as staff quickly manage the transition from one activity to another. Staff lay out a range of toys and resources in different areas so that when children arrive they can immediately start to play. The space is suitably organised so that there is plenty of room for children to spread out and play without interruption throughout the session. Most areas are suitably organised in terms of resources, such as the book corner. Children enjoy choosing and looking at books independently as well as selecting stories for adults to read. However, the craft and small world areas are not as well organised or resourced. The organisation of the small world toys does not effectively promote children's interest and imagination. For example, a small range of boats and people are placed on a table, leaving no space to move them around and no other resources close by to expand the play. In addition, the craft area is not fully resourced to support children in being able to assemble and join materials together or to explore tools and techniques. There is sufficient paper, pens and pencils along with some pre-cut shapes and stick glue. However, there is limited availability of other resources, for example, sticky tape or other fastenings or recycled materials to make models. The outdoor learning environment is inviting and effectively used to support children's learning and development. The dedicated outdoor area leading immediately from the main room is appealing to the children as it provides a woodland feel, where the grass area is shaded by the trees. Staff provide a range of activities to support the different areas of learning including planting and growing vegetables. In addition, staff regularly take the children to the local park to promote their physical skills. The equipment provides a good level of challenge as children learn to balance as they climb the rope netting and try to stay upright on the log roll.

Staff consistently teach children how to stay safe within the pre-school and outdoor area. They have developed the rules for walking to the park along with the children, so that children clearly understand why they are in place. Children follow these carefully, holding hands with their partner and stopping at certain points along the way. As children play,

staff ask appropriate questions of why certain things are unsafe and what the consequences are. Staff consistently support children's understanding of a healthy lifestyle. They talk to children about which foods are healthy. During physical activity they encourage children to recognise the effects of exercise on the body and the importance of keeping hydrated. Staff effectively encourage children's independence at snack time and children are in a good routine of cleaning their hands, getting their own crockery and serving their own snack.

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

The management team are suitably implementing the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a clear understanding of what to do if they have any concerns regarding child protection issues and are able to recognise signs of abuse or neglect. As a result, children are safeguarded. There are effective procedures in place to establish the suitability of new staff to work with children. Staff are very vigilant about the safety of the premises and the outdoor area to promote children's safety. For example, as children walk to the park a member of staff walks ahead and does a visual risk assessment of each stage of the route. Staff also rigorously monitor the arrival and collection of children to ensure their safety.

The performance management of staff is suitable. The detailed induction checklist ensures that all staff are familiar with the policies and procedures and the routines of the pre-school. Induction also includes three probationary reviews to assess the suitability of individuals as they start to work with children. The management team have recently formalised and increased the number of supervision meetings so that they are useful in supporting staff to improve. The detailed form includes clear targets for improvement as well as additional training that staff or the management team identify. This then feeds into a thorough appraisal. This ensures the ongoing suitability of staff to work with children and support their learning and development. The pre-school makes appropriate use of training courses to improve the quality of provision. For example, staff now undertake an initial assessment of each child's speech and language following training in 'Every Child a Talker'. They then make links with relevant professionals, to initiate early intervention, to ensure that children get appropriate support. Five of the six staff have a qualification at level 3 and demonstrate they have a suitable understanding of how to support children's learning and development. The manager successfully uses group monitoring information to identify gaps in learning. She then includes the teaching of particular skills during activities that link to children's interests, to narrow these gaps. A detailed weekly planning sheets helps the pre-school to identify they are covering the seven areas of learning on a regular basis. Although the pre-school has been running for a number of years, they have re-registered due to new ownership. The manager has taken this opportunity to initiate improvements that will move the pre-school forward and improve the quality of provision. The manager is a strong leader who has a clear vision and sound knowledge of what needs to happen to move the pre-school forward. She is very reflective and honest in her appraisal of the provision and regularly gathers feedback from both staff and parents and carers. The areas for improvement are relevant and will benefit the children who attend.

Parents and carers are given relevant information about the pre-school, such as details of the activities and the policies and procedures. There is a regular newsletter that informs parents and carers of forthcoming activities. Parents and carers are very positive about the pre-school and say that they are 'happy' with the provision and comment on the sensitivity and usefulness of information regarding any possible learning delay of their child. The management team are proactive in making links with other professionals in the area, such as the staff at the children's centre or the health visitor. This means that they ensure appropriate support for when children with special educational needs and/or disabilities are on roll. The pre-school shares a communication book with other settings that children attend to ensure there is a consistent approach to supporting their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY474608
Local authority	Derbyshire
Inspection number	951375
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	28
Name of provider	Places for People Leisure Limited
Date of previous inspection	not applicable
Telephone number	01773537940

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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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