

Stanley Village Pre-School

Stanley Village Hall, Park Avenue, Stanley, Ilkeston, Derbyshire, DE7 6FF

Inspection date

04/11/2014

Previous inspection date

09/05/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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 knowledge of safeguarding policy and practice. As a result, children are well protected and safeguarded in the setting.
- Practitioners provide a range of stimulating activities that effectively challenge children in their learning. Consequently, the quality of teaching is good.
- Strong partnerships with parents provide a positive link in children's learning and care between the pre-school and home.
- Children's behaviour is good because practitioners acknowledge positive behaviour through meaningful praise, give clear instructions and are positive role models at all times.

It is not yet outstanding because

- Practitioners do not always take opportunities to ask questions that challenge children to think, or give them sufficient time to consider their responses to questions and to solve problems for themselves.
- Practitioners do not always minimise noise in the learning environment to support children to concentrate at activities.

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 throughout the pre-school in both indoor and outdoor environments.
- The inspector conducted a joint inspection with the supervisor.
- The inspector held a meeting with the manager and spoke to practitioners, parents, carers and children throughout the inspection when appropriate.
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Inspector

Dawn Barlow

Full report

Information about the setting

Stanley Village Pre-School opened in 1987 on the Early Years Register. It operates from the village hall in Stanley, Derbyshire. The pre-school serves families from the local and surrounding areas. Children use the enclosed play area on the adjacent park. The pre-school opens five days a week, during term time only. Sessions are Monday to Friday, from 9.30am until 12.30pm, with an optional lunch club Tuesday to Thursday until 1.15pm. There are also afternoon sessions on Mondays and Fridays, from 12.30pm to 3.30pm. Currently there are 36 children on roll; all of whom are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. The pre-school employs six childcare staff; of whom five hold appropriate early years qualifications at level 3. The pre-school is operated by a parent committee, but the day to day responsibility of the pre-school is delegated to the manager and staff. The setting receives support from a member of staff from the local authority and is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- ensure practitioners take more opportunities to ask questions that challenge children to think about their answers and allow children more time to think through their ideas and respond, in order to further support their communication and language skills and ability to solve problems
- limit the use of loud music while activities are taking place to help children to focus even more and develop their concentration skills.

Inspection judgements

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

The quality of teaching is good. All children make good progress in the setting. The practitioners are suitably qualified and have a good understanding of how children learn. Practitioners work closely with parents from the start, obtaining through discussion and the use of an All about me form, a range of information about children's individual likes, routines and learning. This information is used alongside practitioners' initial observations to assess children's starting points in learning. Each child has an individual learning journal which includes examples of their work, observations of their learning and interests. The practitioners work together with the parents to ensure that they are fully involved with their children's learning. The practitioners value the contributions from parents and actively encourage them to record their children's achievements from home. Practitioners regularly observe children and assess their next steps, which informs the planning for each

child. As a result, children's next steps are well supported because they plan activities that challenge them to develop their knowledge and skills across all areas. The progress check for children aged between two and three is completed and shared with parents.

Children enjoy a good balance of adult-led and child-initiated activities. Practitioners support children's communication and language skills appropriately throughout the session by talking to them and encouraging them to join in at story times and recall key events. Children have access to a wide variety of exploratory play experiences, such as, dough, lentils, glue and pasta. Practitioners talk to children about the feel of the different materials, in order to extend their knowledge of words. They sometimes ask children appropriately challenging questions to make them think, problem solve and extend their vocabulary. However, on occasion, practitioners miss these opportunities and children are not always given enough thinking time to put their thoughts into words when practitioners ask them questions. This does not promote their communication and language skills and problem solving abilities as much as possible.

Children are engaged and actively explore the resources and activities available to them. For example, they enjoy role play in the potions laboratory working to identify what objects are magnetic. Children develop their early reading skills as they confidently select their name and self-register as they arrive at the setting. The book area is well stocked with a good range of books and supporting resources. Children have ample opportunities to be creative and explore different media. They independently use chalk, glue, paint and collage materials to create their own pictures. On occasion, children's concentration at activities is disturbed due to music being played loudly. Practitioners provide a broad range of opportunities for children to seek out patterns, count, sort and match through a range of games and activities. For example, children count and compare the bears on the table and discuss big and little pieces of paper. Children have access to resources which help to develop their knowledge of technology. They enjoy being active and have free flow access to the outdoor area. Consequently, children are well-prepared for school and for the next stage in their learning.

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

An effective key-person system is in place. Children settle quickly into pre-school because settling-in procedures are effectively organised to ensure children's needs are fully met. Parents welcome the gradual process and talk about the good relationship that they have established with their child's key person. Parents complete a registration form for their child on entry, which provides the practitioner with detailed information about the child's routines, health requirements, allergies, special dietary needs and food preferences. All children are offered healthy snacks. All practitioners follow appropriate hygiene practices when changing children or providing food. Good relationships with other childcare providers ensure effective communication is maintained, resulting in consistency and continuity of the care and education for the children and families. All practitioners effectively support children in being emotionally prepared for their move onto school. Practitioners talk with children about their new school, the new routines and their

teachers. In addition, they read books together and do role-play activities.

Children's independence is well supported. For example, children are encouraged to put on appropriate clothing for outdoor play, to pour their own drink at snack time and to use the bathroom independently. Children play in a well-organised environment both indoors and outdoors, which has been thoughtfully arranged to reflect the seven areas of learning. Resources are generally easily accessible; this enables children to select their own resources independently. Children also know what resources are available and confidently ask for resources, such as a pull along dog or different puppets to use in their play. The range of activities outdoors means children are suitably challenged to develop and practise their skills, such as, running, balancing, jumping and climbing.

Children's behaviour is good because all practitioners act as good role models in the calm and consistent way they handle behaviour in the setting. For example, children are supported to share resources and take turns during activities. Consequently, these skills help children to interact positively with others and begin to develop appropriate social skills and relationships. This prepares them well for the next stage in their learning, such as moving to nursery or school. The pre-school effectively promotes all children's understanding of diversity and plans activities that reflect and value different celebrations.

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

Leadership and management are good. They have worked hard since the last inspection and the subsequent monitoring visit carried out by Ofsted. They worked with the local authority to gain advice and guidance to address weaknesses and have worked positively to improve the service they provide. The management team have a clear understanding of their role and responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. All required policies and procedures are in place and reviewed regularly to ensure they continue to be relevant. All practitioners know what steps to take if they are concerned about a child and know who to contact for additional support and advice. The manager has a clear understanding of informing Ofsted of any significant events or changes. Children are supervised at all times and effective risk assessments are in place and implemented, which means they are kept safe and protected from harm. There is always someone with a paediatric first-aid certificate on the premises.

Educational programmes cover all seven areas of learning so children benefit from a wide range of quality experiences. The manager monitors children's learning and development files to ensure they are accurate, up to date and are being effectively used to assess children's progress. The manager has introduced appraisals and supervisions for all practitioners to support them with meeting the needs of the children who attend the pre-school. The manager identifies practitioner's individual training needs. Team meetings are held regularly for practitioners to share good practice and new ideas.

Partnerships with parents are very good. Parents are very actively involved in their children's learning in a wide range of ways, they are encouraged to review children's

development files and share children's achievements at home. Parents comment that their children are very happy in the pre-school and have made good progress. The pre-school has an open door policy and parents are welcomed into the setting to discuss their child's learning and development. The pre-school generally has a good partnership with other providers. They are proactive in developing links with local schools and invite schools to visit the children in the setting and share learning records. The pre-school regularly take the children into school for special occasions, such as harvest festival. They also use diaries to communicate with providers who offer shared care for children and families.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	206878
Local authority	Derbyshire
Inspection number	986211
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	36
Name of provider	Stanley Village Playgroup Committee
Date of previous inspection	09/05/2014
Telephone number	07800 663062

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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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