

# Collingham and District Pre-School

Wesley Rooms High Street, Collingham, NEWARK, Nottinghamshire, NG23 7NG

<b>Inspection date</b>	17/11/2014
Previous inspection date	11/10/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- The quality of teaching is good. Staff provide a wide range of resources and experiences, which they base around children's interests and learning needs. As a result, children make good progress in all areas of their learning and development.
- Managers and staff have a very good knowledge of safeguarding procedures. All staff attend safeguarding training and clear security procedures ensure that children are safe and secure at all times.
- Parents are actively involved in pre-school sessions and speak very highly of the setting. This collaborative and cohesive partnership enhances children's future learning.
- The manager has a good understanding of the strengths and weaknesses of the setting and involves staff, children and parents in the pre-school's self-evaluation process. This results in children benefitting from continuous improvements being made.

### It is not yet outstanding because

- Children's critical thinking skills are not fully maximised during some large group time activities.
- The pre-school's well-established programme of professional development is not yet fully astute and targeted to strengthen the quality of teaching to an outstanding level so that children benefit from even more outstanding 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 had a tour of the pre-school.
- The inspector observed children during activities in all areas of the pre-school, both indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and a range of other documentation. This was discussed with staff at regular intervals.
- The inspector checked evidence of suitability of staff working with children and the pre-school's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day and from the pre-school questionnaires.

## **Inspector**

Tracy Hopkins

## Full report

### Information about the setting

Collingham and District Pre-School is committee run and has been open for over 44 years. It is registered on the Early Years Register. The pre-school operates from a church hall in the centre of Collingham village. The group has access to a kitchen, toilet and an outdoor play area. The pre-school serves the local areas and is accessible to all children. There are currently five members of staff working directly with the children. Of these, two hold appropriate early years qualifications at level 3, one holds Qualified Teacher Status and another one holds Early Years Professional status. The pre-school opens Monday to Friday mornings from 9am until 12 noon and on Friday afternoon from 12 noon to 3pm. There are currently 28 children on roll who attend for various sessions throughout the week. All children are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities. The setting receives support 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:

- consider the grouping of children at story and singing times so that they are provided with ample opportunities to ask questions and to share their ideas to further support their critical thinking skills
- enhance the programme of professional development to ensure that it is more astute and targeted on strengthening the quality of staff's teaching practice to an outstanding level so that children benefit from even more outstanding learning experiences.

## Inspection judgements

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

All staff at the pre-school have a secure understanding of the learning and development requirements of the Early Years Foundation Stage and how children learn. Observations and assessments of children's progress start with the staff seeking good information from parents. This enables staff to ascertain key information about what children can do as soon as they start at the pre-school. They continue to make regular observations and work with parents, which results in staff having a thorough understanding of each child's abilities. This enables them to identify children's learning needs, plan challenging experiences and support children in acquiring the skills they need for their next stage of learning and their eventual move to school. Children with special educational needs and/or disabilities receive high levels of support, which enables them to make good progress from

their starting points. Staff work closely with parents and other agencies to continually assess children's needs and abilities. This enables them to plan and provide pertinent learning experiences for these children. The quality of teaching is consistently good. Staff provide a wide range of resources and experiences, which they base around children's interests and learning needs. The staff incorporate weekly focused planning, so that individual children are nurtured towards their next stage of development. As a result, children make good progress in all areas of their learning and development.

The staff focus well on promoting children's language and communication skills. For example, they have been involved in a speech, language and communication programme. Following on from this, they have identified areas for improvement and the environment is now enriched with text, signs and symbols. This helps to support children's understanding of literacy and that print carries meaning. The language lead member of staff has introduced letters and sounds into everyday practice. As a result, children's language and communication skills are significantly improving in some areas. Staff provide materials to encourage early writing in the different areas where children play, both inside and outdoors. Children willingly use them to enhance their own play and begin to use writing for a purpose. Children enjoy listening to stories and singing favourite nursery rhymes. However, during story and singing sessions there are few opportunities for children to ask questions and share their ideas of the story, to further support their critical thinking skills. This is because the size of the group is too large, which sometimes results in staff not being able to effectively respond and build on each child's ideas and questions. At snack time children's names are placed on the table, which encourages them to find their own name before taking a seat. This helps children to recognise their own name and become confident with the routine.

Staff work very well with parents, who speak highly about the pre-school. Parents' confirm that their children are making very good progress. They also praise the caring support that they receive from staff, which provides them with ideas to support their children's learning at home. For example, staff send newsletters to inform parents of themes that they are doing at pre-school and activity ideas they can continue at home. Staff regularly share information with parents through daily discussions, information books, termly progress reports and arranged meetings. In addition, parents have the opportunity to attend pre-school with their child on a parent rota. This collaborative and cohesive partnership enhances children's future learning in the pre-school and in their home environment.

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

Prior to attending the pre-school, children attend settling-in sessions and parents complete an All about me form, so that staff are aware of children's home routines and preferences. This, coupled with an effective key-person system, enables the staff to tailor experiences to meet the needs of children who attend. Staff are kind and caring, and children approach them with ease to convey their own wants and needs. Parents' confirm that their children feel settled within the pre-school because of the high level of support provided by staff. Daily information is exchanged with parents so that their children's ever changing needs are constantly met. Effective systems are in place for those children attending other

settings and good relationships have formed with local schools. This supports continuity of care to ensure children are emotionally secure for their next stage in learning.

The pre-school is welcoming, friendly and well organised. Children choose from a range of age-appropriate resources and play materials. Staff are vigilant in promoting children's safety. A good system allows only authorised personnel through the door of the pre-school and staff ensure children are always well supervised. For example, at home time the doors are supervised closely to prevent children from leaving the premises without their parents. As a result of this effective practice, children's safety is promoted well. The staff give timely reminders to encourage children to share and take turns during activities. This helps children to learn to play safely together. Children demonstrate good behaviour, which is influenced by the positive role modelling of staff. Staff have a calm, consistent approach. They give support and guidance that helps children behave well. They remind children to be kind to each other and help them to display positive behaviour. For example, when sitting down for registration and taking turns during activities. This effectively promotes children's social and emotional development.

Drinking water is available for children at all times and the pre-school provides a range of healthy, freshly prepared snacks, such as fresh fruit. Staff are aware of and meet any special dietary requirements of individual children. Staff talk to children about the importance of washing their hands before eating. Children are provided with good levels of support which enables them to begin to manage their personal care needs, such as toileting. This supports children to learn how to maintain their own health and well-being. It also ensures that children develop the skills, confidence and independence to be ready for school. Children have the opportunity to play outdoors and they benefit from fresh air and regular physical exercise. This helps to promote children's physical well-being and their understanding about the benefits of being active.

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

The experienced manager works closely with the management committee of the pre-school, to guide the dedicated staff team. All staff understand their role in protecting children from harm. They are fully aware of how to follow clear safeguarding procedures, should they have a concern about a child or member of staff. Risk assessments are well considered to minimise potential dangers to children and are undertaken daily. This helps to make sure that children are cared for in a safe environment. Documentation and record keeping is accurate and completed to a high standard, which helps to ensure that children's well-being is maintained. Recruitment procedures are robust and ensure the suitability of all staff. Deployment of staff is good and this enables staff to provide children with vigilant supervision at all times. As a result, children are safeguarded well and their welfare effectively maintained.

Staff support each other well and are led by a positive manager and a supportive committee. Each member of staff receives regular supervision meetings. These provide good opportunities to discuss their performance and training needs as well as how they are supporting each child in their key group. Staff have opportunities to attend training

courses, which develops their knowledge in some areas and further improves outcomes for children. However, this programme of professional development is not yet astute and targeted to ensure that teaching is moving from good to being consistently outstanding, so that children benefit from more outstanding learning experiences.

The manager has a good understanding of the learning and development requirements of the Early Years Foundation Stage. Monitoring of planning and assessment is undertaken by all staff through regular team meetings. Systems for monitoring children's progress are consistently maintained and fully embedded in practice. This enables staff to have all the information needed to fully support children's learning and development to a consistently good level. As a result, children make good progress overall. The manager is supporting the pre-school to continually enhance partnership working with other professionals, such as, speech and language therapists, the local authority advisory teacher, local settings and schools. They understand the importance of these relationships to fully promote children's continuity of care and learning. This also ensures that all children have access to the relevant help and support services they need to be able to make good progress.

Parents all speak positively about the pre-school and are delighted with the activities their children take part in. Staff work with other professionals to effectively support children who have special educational needs and/or disabilities. This results in children receiving specific support when needed, so that any gaps in their learning begin to rapidly close. The manager and staff team have effectively addressed all of the recommendations set at the previous inspection, which demonstrates their commitment to continually improving practice. They monitor and review all aspects of the pre-school, demonstrating a clear understanding of their roles and responsibilities to continually meet the requirements of the Early Years Foundation Stage to a good standard.

## 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

<b>Unique reference number</b>	253345
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	866721
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Collingham & District Pre-school Committee
<b>Date of previous inspection</b>	11/10/2010
<b>Telephone number</b>	07814 613782

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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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