

Stonebroom Pre-School

Stonebroom Village Hall for Senior Citizens, Off Cleveland Road, Stonebroom, Alfreton, Derbyshire, DE55 6JF

Inspection date	25/11/2014
Previous inspection date	24/02/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 staff's teaching is extremely good and enriches children's learning significantly helping them to build upon their interests and extend their knowledge. This means children make good progress and their learning needs are supported and effectively met.
- The high focus given to developing children's independence, confidence and social skills contributes highly to them becoming effective learners and ensures they are well prepared for the next stage in their learning.
- The staff and committee members have a good understanding of their roles and responsibilities in regard to the safeguarding and welfare requirements, including child protection issues. As a result, children's well-being is assured.
- The staff's effective partnership with parents ensures that parents have superb involvement in their child's learning. Therefore, children's learning and development is promoted well. Similarly, the good communication between staff and parents mean children's care needs are understood and promptly met.

It is not yet outstanding because

- The staff, on occasion, do not maximise children's learning as sometimes the organisation of circle time does not always fully engage the younger 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.

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 the staff engage in a range of indoor and outdoor learning activities and play with the children.
- The inspector held discussions with the supervisor, staff, chair of the committee and the children.
- The inspector looked at samples of children's records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of the staff.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Yvonne Layton

Full report

Information about the setting

Stonebroom Pre-School was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the village hall in Stonebroom, Alfreton in Derbyshire, and is managed by a voluntary committee. The pre-school serves the local area and is accessible to all children. It operates from the main hall and there is an enclosed area available for outdoor play. The pre-school employs four members of childcare staff. All hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 12 noon. Children attend for a variety of sessions. There are currently 23 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 further improve the quality of the early years provision the provider should:

- strengthen younger children's learning by reviewing the organisation of circle time to make sure all children are fully engaged and involved in this experience.

Inspection judgements

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

Children make good progress across the seven areas of learning. This is because staff are skilled in knowing when to support them in their play and when to allow the children to develop the direction of their play independently. Activities place a high focus on the prime and specific areas of learning. Staff know children well and fully understand each child's interest and preferred learning styles. Every effort is made to cater for their differing needs, adapting and extending activities to continually encourage and challenge children. As a result, the setting is laden with opportunities that motivate and inspire children to learn. For example, children's interest in a recent children's film is linked to a wide variety of activities and extended to stimulate children's learning. Children are supported to role play or draw their favourite characters, extending their imagination and early writing skills. Themed art and craft activities further support children's learning. They develop their cutting and folding skills as they make stars and snowflakes. As the characters live in a snowy environment a theme about different cultures, animals and people who live in a cold climate is introduced. Sugar cubes are used to build igloos and a globe is used to identify different countries. Consequently, children access a rich and varied range of interesting activities.

The quality of staff teaching is excellent and supports and enhances children's learning. This helps children to be willing and active learners. There is a high focus on developing children's language and communication skills. This is enhanced by a designated worker

who supports staff to develop children's skills in this area. Staff constantly talk to children at their level. They give them opportunities to extend their vocabulary and to explore what they know with good questioning. Staff encourage children to recall events and get them to consider and think. The staff model good listening skills. When talking with the children, they listen attentively and repeat key phrases back to them. Phonics are widely used in routine and planned activities. Staff also actively involve parents in this learning. For instance, parents support the child to bring an item from home which links to the 'sound of the week'. These are used in 'treasure chest time' where staff and children name and sound the items. In addition, children who are a little shy are encouraged to be involved as they talk about their personal item and what it means to them. Staff are very enthusiastic and all activities are undertaken with great fun. Group times and singing are an integral part of the daily routine and on the whole this circle time is an effective and enjoyable learning experience for the children. However, sometimes the organisation of circle time does not always prove to be a worthwhile experience for all children. The youngest children especially, become restless as the session continues and staff do not respond promptly or support them enough to help them engage. Therefore, their learning is not enriched. All children have good daily experiences in the well-considered outside environment, which provides further opportunities for them to learn and develop. For example, they enjoy looking at books, writing in a small covered area and experimenting as they use a mud kitchen. Spontaneous events are effectively used by staff to extend children's learning. For instance, a hard frost is used to practice early writing skills as children make shapes on the ground. The staff and children explore what happens when they hold the frost and carefully examine the ice they find. This promotes their understanding of the natural world in a fun and interactive way.

Children's learning and development is supported through an effective mix of child-led and planned activities. Staff complete purposeful observations of children's achievements as they occur. They use this information well to complete assessments of their progress. Children's next steps in learning reflect their ability and are included in the planning. This means children receive challenge and consolidation to help them make continuous progress. Any gaps in a child's learning are quickly identified and planned for. The staff and parents complete the progress check for children aged between two and three years. This helps to identify whether there is a need for any specialised intervention at an early stage. Staff respond to individual needs effectively. For example, staff provide children who are nearing school age with activities that challenge them. They begin to write their names independently and extend their understanding of mathematical concepts. The staff use a photograph book of the school the children will attend to ensure they are confident for the move. This means, children gain the skills they need to be ready for the next stage in their learning. The staff regularly share information about children's learning and progress with parents. They encourage parents to continue children's learning in the home by providing some innovative resources. For example, an extensive range of story and resources sacks are eagerly used by parents. These include a bag with different sizes of clothes, which is used to support children's mathematical learning and encourage discussion about growth. The pre-school also hold stay and play sessions for parents and provides recipes, song and rhyme sheets so that parents can become more involved in their children's learning.

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

The pre-school supervisor states their aim at the pre-school is to have 'independent, confident and social children'. This is effectively achieved and children display high levels of self-awareness and confidence as a result of the effective support provided by staff. The staff step back to allow the children to try things for themselves and give clear instructions to promote their independence. For example, they demonstrate to the children the best way to take off their jumpers, then encourage them to do so independently. Children are happy and content. They chat and play cooperatively as they develop close friendships with each other and staff. Staff are strong role models and show respect for the children. They consistently explain to them why some behaviour is not acceptable and the importance of caring for and supporting each other. For example, staff carefully explain to older children why younger children do not always cooperate with other children. As a result, children learn to respect and tolerate each other's differences. Children's growing independence, confidence and interpersonal skills means that they are emotionally well prepared for the move onto school.

Children's self-esteem is enriched as the staff give frequent encouragement. Success is celebrated and staff are enthusiastic in their praise. The staff offer a warm and welcoming environment. They are friendly, caring and attentive to the needs of the children. Staff know the children well and form close bonds with them. The pre-school actively support the families who attend. Therefore, they are effective in meeting children's care and learning needs. Children are settled because staff successfully get to know them from the start and obtain detailed information from parents. These details are regularly updated. Therefore, support is assured for all children as they move from home to the pre-school, because their individual needs are known and understood.

Staff actively promote safety across the setting and take the time to explain safety rules to children in ways that are meaningful to them. For example, children are reminded not to touch the tree lights as they are electric and could pose a risk to them. In addition, activities like 'Road Safety Week' and visits from the local police and road crossing patrol, encourage children to learn about keeping safe. Effective hygiene routines support children to learn about self-care. Children know why they must wash their hands. Children learn about food as they grow carrots from seed and use them for snack. They carefully remember why it is important to wash the carrot because of the dirt and germs that could make them ill. Physical skills and exploration are soundly promoted, as children have daily opportunity to play in the outside area and enjoy indoor activities daily. They develop their skills as they use balancing bars. Staff change and provide more challenging physical activities to extend children's skill.

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

The supervisor and staff have high expectations for the pre-school. They are very committed and proactive in supporting all children to achieve, make good progress and have fun. This means that the provision children learn and flourish. Since the last inspection, where the setting received two actions to improve, effective changes have

been implemented. The chair and committee have undertaken research and training. They now have a clear understanding of their responsibilities. Consequently, the learning and development and the safeguarding and welfare requirements of the Early Years Foundation Stage are met. This means that children's welfare is now well-promoted. Staff prioritise safeguarding and are clear about their roles in ensuring children are kept safe. All staff have completed safeguarding training. They have a strong knowledge of their duty to protect children and the procedures to follow in the event of a concern about a child. Staff are now completely confident about the action they will take in the event of any concerns not being followed up by the supervisor or committee. All required measures are in place to ensure staff are suitable for their role, including Disclosure and Barring Service checks. The pre-school has established effective policies and procedures to support the safe and efficient management of the service provided. These are shared with parents, providing them with an insight into the staff's roles and responsibilities. All other required documentation is in place and is maintained well. Thorough risk assessments, plus daily checks and robust routines ensure children's safety. In addition, all visitors have to agree to security routines on entering the pre-school. There is a robust mobile phone policy and reminders not to use mobile phones within the pre-school. This means that children are protected and their well-being is assured.

Staff recruitment is robust and systems to make sure all staff remain suitable for their role are in place. Appraisals and supervision sessions are robust and make sure staff are confident and clear of their roles and responsibilities. This is enhanced by both informal and regular planned staff and committee meetings. An effective key-person system means that children's individual needs are met. The supervisor has a clear understanding of her responsibilities to monitor the delivery of the educational programmes in the pre-school. Effective tracking of children's progress over all of the areas of learning means that any gaps are quickly identified and addressed. Strong partnerships with parents contributes significantly to meeting children's learning and development needs, and promotes their well-being. The two-way sharing of written and verbal information enhance parents experience and extends children's learning. Parents have access to their child's file, the pre-school policies and procedures and a termly newsletter. Therefore, they are clear about how their child is cared for and how their learning is promoted. The pre-school and parents are also jointly involved in social and charitable activities, which also contribute to the strong partnership.

The supervisor and committee are motivated to improve the skills of all staff. They ensure regular training is completed to enhance their knowledge. The supervisor, staff and committee have a clear commitment to the continued development of the pre-school. Self-evaluation is robust with accurate identification of strengths and areas for improvement. Children and parents effectively assist in the continuous improvement of the pre-school. Parents share their views through discussions. The committee mainly consists of parents of children who attend the pre-school. Children's opinions are actively sought about all aspects of the pre-school and what they like to do. The pre-school closely works with other agencies, when the need arises, to make sure children's needs are met. There are strong links with the local schools. This successfully aids children's move to the next stage in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY311549
Local authority	Derbyshire
Inspection number	962797
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	23
Name of provider	Stonebroom Pre-School Committee
Date of previous inspection	24/02/2014
Telephone number	07971 804936

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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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