

Overseal Pre-School

Overseal Village Hall, Woodville Road, Overseal, SWADLINCOTE, Derbyshire, DE12 6LU

Inspection date	15/12/2014
Previous inspection date	23/03/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. As a result, children engage in a range of interesting activities, which meet their individual needs and interests and contribute towards their all-round development.
- Staff make good use of effective teaching methods in order to support and extend children's learning. As a result, children make good progress.
- Children develop warm and close relationships with staff and each other. They are happy and play cooperatively together. This helps them to feel secure.
- Staff have formed strong partnerships with parents and other settings, meaning that information about the learning and development of the children is effectively shared. Children benefit from this, as learning is supported at home and between settings.
- The management team implement robust policies and procedures to safeguard children. As a result, the welfare of children is effectively promoted.

It is not yet outstanding because

- Children are not always fully supported to access the outdoor area. They are not encouraged to move freely between environments so that they have more choice in where they want to follow their interests and learn.
- On some occasions, staff do not ensure that planning for physical activities in the main hall, provides optimal challenge for the more capable 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 activities in the main play areas of the pre-school.
- The inspector spoke with staff, children and their parents throughout the inspection.
- The inspector carried out a joint observation and held meetings with the pre-school manager.
- The inspector viewed a selection of documentation, including staff suitability checks and the policies and procedures of the pre-school.

Inspector

Elaine Tomlinson

Full report

Information about the setting

Overseal Pre-School was registered in 1980 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a village hall in the Overseal area of Derbyshire, and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from two rooms in the village hall and there is an enclosed area available for outdoor play. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, including one with a qualification at level 5. The pre-school opens Monday to Friday during term time only. Sessions are from 9.15am until 12.15pm each day with additional sessions from 1pm until 3.30pm on a Monday, Wednesday, Thursday and Friday. Children attend for a variety of sessions. There are currently 44 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:

- extend opportunities for children to move freely between the outdoors and indoors enabling them to choose where they want to follow their interests and learn

- consider ways to develop the planning of physical play in the main hall in order to ensure that more capable children are offered optimal challenge during activities, such as playing with bikes and cars.

Inspection judgements

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

Children are enthusiastic, keen learners who arrive excited and ready to explore the learning environment. Staff provide children with a broad range of interesting and enjoyable experiences, which motivate and promote their all-round development. Staff have a high level awareness of the ways in which children learn best and make good use of effective strategies to support and encourage children's development. For example, staff join in activities with the children, guiding them by asking thought-provoking questions, which encourage the children to extend their thinking and explore imaginatively. Staff also intervene sensitively in play, making suggestions to support and encourage children's learning. Similarly, staff know when to stand back, allowing children time to think and lead their own play. This encourages the children to be independent learners. As a result, children develop a comprehensive range of skills, which help to prepare them for when they start school.

Staff engage in meaningful conversation with children. They introduce new words and listen and respond appropriately to children's thoughts and wishes. Therefore, children are confident communicators. Staff make good use of visual prompts, including posters of food to extend and reinforce learning. They encourage the children to look for objects through magnifying glasses and describe what they can see. As a result, children gain a good understanding of the world around them. Children are beginning to understand how things work. For example, they skilfully use a good range of technological toys including hand-held computers. Children are provided with countless opportunities to make marks as they play. Resources, such as clipboards and pens, are placed around the playrooms and children use them as they, for example, pretend to be police officers writing tickets. In addition, the book area is resourced with cushions and comfortable rugs. Children choose books for themselves and sit comfortably, quietly sharing books with each other. They sound out letters and recognise familiar words, such as their name. Subsequently, children's early literacy skills are well promoted. Children lead their own play and enthusiastically participate in a good selection of activities and experiences encompassing the seven areas of learning, all within the main playroom and large hall of the pre-school. However, although staff plan time for children to play outside, children's access to the outdoor area is sometimes limited. This means they are not able to move freely between environments. Consequently, some children's preferences about where they want to follow their interests and learn, are not always considered.

The pre-school staff know the capabilities of the children well. They make good use of organised observation and assessment procedures, including the completion of the progress check for children between the ages of two and three years, to develop a sound understanding of children's individual needs. Staff meet with parents before the children start at the pre-school to find out more about their child. They make good use of systems to gather ongoing details from parents and other settings about children's development. For example, weekly dairy sheets are shared with parents. Staff effectively make use of this information in order to identify children's next steps in their learning. They then use this detail to inform children's future activities, which helps to ensure that any emerging needs are well catered for. Therefore, children are well supported to make good progress. Staff meet weekly to plan a flexible programme of activities covering the seven areas of learning and incorporating children's individual developmental needs. However, there is room to develop the planning of some physical activities including the use of bikes and cars in the large hall, in order to provide optimal challenge for the more capable children. This includes adding additional resources, such as cones in order to develop their gross motor skills further.

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

Staff create an enabling environment so that children feel safe and secure. They are warm and friendly, which means that children form close bonds with them. Additionally, staff are attentive and respond well to any individual needs. For example, they offer cuddles and reassurance to children who become upset. Consequently, children are happy and feel secure in their care. When children first start, flexible settling-in procedures allow time for key persons to develop relationships with them and their parents. Staff use this process effectively to gather information in order to successfully plan for initial likes and needs.

Children benefit from this as they settle quickly into the setting. Staff are good role models. They show respect for the children and each other. As a result, the children use good manners and learn to respect and tolerate each other's differences. Likewise, children form close friendships with their peers and chat happily to each other as they play. Staff recognise each child as an individual and provide constant praise for their achievements. This means that children feel valued and they develop good levels of self-esteem. Children show a good understanding of the rules and expectations for behaviour, such as making good choices. Staff effectively use group activities, including register time to gently reinforce this learning. As a result, children behave very well.

The environment is arranged effectively with lots of activities and resources, which are available for children to choose from each day. This means that overall, children explore the play areas with confidence. In addition, staff give children plenty of time to finish their activities and because of this, they are not rushed and understand what is expected of them. Staff place a high priority on the safety of the children and all reasonable steps are taken to ensure that they create a safe environment. For example, staff closely supervise children during activities with equipment, such as scissors. They explain how to use equipment safely and ask questions that encourage children to think, for example, why they should walk indoors. As a result, children learn how to manage their own safety well. Similarly, equipment is in good working order and staff monitor the play areas, removing any hazards to enable a safe environment throughout the session. Therefore, the well-being of the children is effectively promoted.

The pre-school routine provides opportunities for children to develop a broad range of skills. For example, children help to tidy up and clean the tables for snack. Children are encouraged to access toilets themselves. This means that they are independent and learn how to manage their own needs well. Additionally, children are given jobs including, collecting the register, which helps them to gain a sense of responsibility. Children's good health is effectively promoted. They are provided with a well-balanced selection of snacks and access fresh water throughout the session. Staff make use of snack time to develop children's understanding of how to make good food choices. They hold discussions, such as why we need milk. In addition, staff encourage children to wash their hands after messy activities and before food. This helps to promote the well-being of the children.

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

Children's welfare is promoted effectively within the pre-school. The management team fully understand their responsibilities under the safeguarding and welfare requirements of the Early Years Foundation Stage. Comprehensive safer recruitment procedures are in place, which help to keep the children safe. All staff and committee members are subject to the Disclosure and Barring Service checks prior to employment. This helps to ensure that they are suitable to work within the setting. Staff attend regular updated safeguarding training. Subsequently, they have a good understanding of how to keep children safe from harm. Staff are clear on child protection procedures and whom to report any concerns to. This means children are safe and protected while attending the pre-school. Additionally, staff successfully implement policies and procedures for the safer

management of the setting into their working practices. Risk assessments of the premises, outings and resources are routinely carried out. For example, daily safety checks help to ensure that the environment is safe and secure. Therefore, the well-being of the children is very well promoted.

The management team demonstrates a good understanding of their role in meeting the learning and development requirements of the Early Years Foundation Stage. Managers are heavily involved in the organisation of educational programmes. Therefore, they have a secure understanding of each child's capabilities and progress. This also helps to ensure that children have access to a wide variety of experiences, which are tailored to their interests and developmental needs. Regular monitoring of the observation and assessment of children supports the staff to keep them up to date and accurately focused. The staff team meets weekly to share planning and discuss how best to meet children's needs across all areas of their development. These procedures help children to make good progress in relation to their starting points. Detailed appraisals are held for all staff and the management team monitor staff performance through termly supervision meetings. Managers take the time to regularly observe staff's interactions with children. This helps to ensure they are able to maintain and improve their already strong knowledge and practice. Regular opportunities for staff to attend training to extend their knowledge, understanding and skills are provided. As a consequence, staff are well trained and qualified to meet children's needs.

The management and staff are fully committed to providing good quality care and education. Ongoing, reflective practice has highlighted additional areas for improvement and detailed action plans are in place to promote further development. For example, the organisation of snack time has been developed to enhance children's self-care skills. Likewise, since the last inspection, the design of the toilets has been altered, meaning that children are now able to access them independently. Staff work effectively in partnership with parents and other providers. Therefore, children's learning is shared consistently. Staff make use of good strategies to involve parents in their child's learning and development. Parents contribute to daily diary sheets, including significant events from home. Likewise, staff share additional information on a daily basis through two-way conversations and written summaries of development. Parents speak highly of the staff team and comment positively about the support that they provide. The management team also takes every opportunity to develop links with other settings. They complete weekly diaries of learning, which means that children's information is effectively shared in order to promote continuity of learning. Furthermore, the staff team work closely with the local authority development worker. Therefore, they demonstrate a sound commitment to working with other settings and external agencies to provide continuity of care and learning, and to acquire support and obtain interventions for children, should they need to.

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	206835
Local authority	Derbyshire
Inspection number	864129
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	44
Name of provider	Overseal Pre-school Playgroup Committee
Date of previous inspection	23/03/2010
Telephone number	07940 453966

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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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