

# The Glebe Pre School

Stanton Road, Stapenhill, Burton-on-Trent, Staffordshire, DE15 9RR



## Inspection date

17 March 2015

## Previous inspection date

20 July 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff plan and provide a rich, varied and imaginative educational programme across the seven areas of learning. Specific activities are planned to support children's identified next steps in learning. Consequently, children make extremely good progress towards the early learning goals.
- Children are sociable, courteous and well behaved. Self-esteem is enhanced when children become leader of the day and take responsibility for small tasks. This develops their confidence and leadership skills. As a result, children's emotional well-being is very well supported.
- The manager, staff and committee work well together, to ensure that the safeguarding and welfare requirements are met. Staff have very good knowledge of safeguarding procedures and how to protect children from harm. This is underpinned by comprehensive policies and procedures. Consequently, children's health and well-being is very well promoted.
- Staff engage parents in children's learning and development, providing regular opportunities to discuss children's needs and progress. As a result, parents express high levels of satisfaction with the staff, and the quality of care and learning provided for their children.
- Partnerships with local schools are well established. Staff share information about children's unique learning needs and personalities with their new teachers. This promotes continuity of learning and care for the children.

### It is not yet outstanding because:

- There is scope to strengthen the systems in place for staff supervision, to include the review of individual roles, such as those for equality and diversity.

## What the setting needs to do to improve further

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

- develop further staff supervision systems, to include regular reviews of the additional individual roles undertaken by staff, such as the equalities named coordinator, to ensure that these individual roles are fulfilled to the highest level.

### Inspection activities

- The inspector observed a range of activities and spoke with staff and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the chair of the committee and the manager of the pre-school.
- The inspector looked at children's assessment records, educational planning, and a selection of policies and procedures.
- The inspector checked evidence of staff qualifications, and the suitability of staff working with the children and the members of the committee.
- The inspector viewed the online self-evaluation completed by the pre-school staff and information included on the pre-school's website, prior to the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection and from information in the pre-school's parent survey.

### Inspector

Sharon Lea

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

The quality of teaching is outstanding. Staff have a superb understanding of how to support children of all ages to achieve their learning potential. For example, staff lead small group activities, which are planned according to the developmental abilities of the children in the group. This ensures that children experience appropriate levels of challenge. Staff work with different groups each day, enabling the children to experience different teaching styles. During a topic on favourite stories, staff set out wooden steps and blocks, to re-enact the story of the three billy goats gruff. Children develop physical skills as they climb the steps and walk along the bridge and literacy skills as they recall the story and play different roles. Staff are highly enthusiastic, resulting in the children being highly motivated and engaged in their learning. Resources, such as books and phonics activity packs are shared with parents for home learning. As a result, children are prepared exceptionally well for their next stage in learning, such as school.

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

Children are very happy and confident in this welcoming pre-school. The indoor environment is spacious and well organised. Children choose from a wide range of activities and resources. Children's physical well-being is promoted through outdoor play opportunities, games and physical activities indoors. Hygiene practices are well established and children develop good self-care skills. Snack times are valuable social and learning opportunities. Children identify their name cards on the table and sound out the initial letter, developing their phonics skills. Mathematics is promoted through counting the number of children at the table. Children identify how many boys and girls there are, prompting understanding about more or less. Makaton sign language is used by both staff and children throughout. Children competently pour their own drinks, as staff provide appropriate sized jugs to enable them to confidently develop their skills.

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

The whole team is passionate about providing children with the highest quality care and education. The manager is qualified to degree level and strives to continually develop the pre-school practices and professionally develop the staff. Thorough evaluation takes place of the pre-schools strengths and areas for further development. This involves the views of staff, parents, committee members and children. A programme of peer observations support staff in reviewing teaching practices and developing their skills. The manager has a very good overview of children's progress, gained from a comprehensive tracking system. Any identified gaps in learning are discussed with staff and parents, enabling strategies to be implemented that improve outcomes for children. However, there is scope to further develop staff supervision sessions, to ensure that additional roles, such as those for equality and diversity are implemented exceptionally well.

## Setting details

<b>Unique reference number</b>	218259
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	865731
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	27
<b>Name of provider</b>	The Glebe Pre-School Committee
<b>Date of previous inspection</b>	20 July 2011
<b>Telephone number</b>	07989 036843

The Glebe Pre School was registered in 1992. It is a registered charity and is run by a voluntary committee. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and the manager has a degree in early years. The pre-school is open during term time only from 9.15am until 12.15pm Monday to Friday and a lunch club is available from 12.15pm until 1.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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