

West Hallam Village Pre-School



The Village Hall, The Village, West Hallam, Ilkeston, Derbyshire, DE7 6GR

Inspection date

25 March 2015

Previous inspection date

20 January 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not consistently make accurate assessments of children's abilities. This means that they do not provide daily activities which challenge children and support their individual learning and progression.
- The manager and committee do not effectively monitor staff teaching practice to identify strengths and weaknesses. Consequently, systems for performance management do not promote continued improvement in the quality of teaching.
- Staff do not always make best use of the indoor and outside space to support learning. As a result, children are not always motivated to learn, or actively engaged.

It has the following strengths

- Staff support children who have special educational needs and/or disabilities well. They work in partnership with other professionals to identify and use a range of strategies. This enables the children to make progress in their learning and development.
- Staff have positive relationships with parents and share information effectively. This means that children feel safe, happy and have secure attachments to their key person. Children are confident to explore the pre-school supporting their learning and development.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure staff consistently assess children's abilities accurately, identify appropriate next steps and deliver high quality teaching, so all children make good progress in their learning and development
- develop the use of supervision, appraisal and monitoring to ensure areas for improvement are effectively targeted, so that staff receive the most appropriate training, to improve the quality of teaching.

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

- review the use of the outdoor and indoor space to ensure all children remain motivated to learn throughout the session and individual learning needs are met.

Inspection activities

- The inspector observed activities in the indoor and outdoor play area.
- The inspector spoke to members of staff and children at appropriate times during the inspection. She held a meeting with the chair of the committee, manager and supervisor of the pre-school.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the pre-school. She also looked at a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Tracy Walker

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff provide a range of activities which cover all areas of learning. For example, children learn about quantities and measure when making play dough. They also use name cards to write their own name. Younger children explore shapes when completing a jigsaw of The Hungry Caterpillar, and develop their language skills when talking about the fruit he eats. Staff complete regular observations and assessments of children's abilities, which are shared at staff meetings and used to inform the planning. However, staffs' ability to make accurate assessments is not consistent, and therefore, the next steps identified for children's progress are not always relevant. This means that not all children make the best possible progress in their learning. Even so, children are learning basic skills in preparation for starting school. Parents speak positively about the pre-school and are kept informed about children's development so they are able to support their child's learning at home.

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

Staff provide a warm, welcoming environment with effective systems in place to ensure children's safety. A photograph board is used at welcome time and snack time, creating a sense of belonging. Children arrive confidently and settle quickly at activities, showing they are emotionally prepared for school. They develop independence as they use a portable washbasin in the main room to wash their hands before having snack and after messy activities. Children generally play cooperatively and engage in independent learning, accessing a range of resources from within the room to extend their play. For example, a small group of children used blankets in the book area to create a bed. Children also have some opportunities to be physically active as they ride bikes and run around the outdoor play area. However, the outdoor area and additional room indoors are not used effectively throughout the session to respond to children's needs. For example, large group sizes in adult-directed activities result in some children losing interest.

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

The committee and staff show a high level of commitment to the pre-school. Many of them have been involved with the pre-school for a number of years, providing a consistent approach. Staff and committee contribute to self-evaluation, to identify priorities for development within the pre-school. This includes the use of an electronic tracker which will enable staff to track the progress of individual children and groups of children more accurately. Safeguarding policies and procedures are in place, and staff are aware of what actions they would take if they had any concerns. The chair of the committee and manager complete appraisals to ensure all mandatory training is up to date, and staff are encouraged to identify any training they are interested in. However, the quality of teaching and learning is not effectively monitored. Therefore, areas of weakness are not accurately identified in supervisions or appraisals. While most staff hold relevant qualifications, areas for developing practice where it is most needed are not targeted for further training. As a result the quality of teaching and learning is variable.

Setting details

Unique reference number	206901
Local authority	Derbyshire
Inspection number	865454
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	53
Name of provider	West Hallam Village Pre-School Committee
Date of previous inspection	20 January 2011
Telephone number	0790 5072997

West Hallam Village Pre-school was registered in 1967. The pre-school employs 10 members of childcare staff. Of these, eight staff hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time. Morning sessions are from 9am until 12noon every day, and afternoon sessions are from 12noon until 3pm on a Tuesday, Thursday and Friday. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

