

William Gregg VC Leisure Centre Pre-School

Hands Road, Heanor, Derbyshire, DE75 7HA



Inspection date

Previous inspection date

12 May 2015

30 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff have a clear and accurate understanding of the development of the children they work with. They plan effectively to support each child. All children make good progress.
- Children are confident, well settled and developing good attitudes to learning. They behave well and respond positively to clear boundaries and routines offered by staff.
- Staff have a sound understanding of how to protect the safety and well-being of children. Good policies and procedures are in place to support their work.
- A good range of opportunities and experiences is offered to children covering all of the areas of learning. Spontaneous changes to activities mean that individuals and groups of children are well catered for.

It is not yet outstanding because:

- Staff do not always allow enough time for children to respond to questions or prompts.
- At times, next steps identified for children's learning are not specific enough to support rapid progress.
- Playroom organisation, at times, prevents children from engaging fully with the range of activities offered.
- Observation of staff practice is not fully embedded in the staff management process to make more rapid improvement to teaching.

What the setting needs to do to improve further

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

- make the next steps identified for individual children's learning more specific so that they clearly show what skill staff want children to work towards in order to support more rapid progress
- improve consistency in practice so that all staff give sufficient time for children to respond to questions, use their reasoning skills and find solutions to problems they encounter in their play
- review the organisation of the environment to provide more effective opportunities to all children to engage with or sustain their engagement in the activities provided
- develop the system of peer observations and make sure that performance management processes use information about staff practice to identify individual targets to improve teaching.

Inspection activities

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

Inspector

Joanne Mary Smith / Diane Stone

Inspection findings

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

Staff are knowledgeable and plan effectively to provide interesting experiences for all children. They also make sure that they fully cover the educational programmes prescribed by the Early Years Foundation Stage. Parents are routinely invited to contribute information to their children's learning journey about what their child knows, understands and can do. This information is used very effectively alongside staff knowledge of the child to accurately assess development and plan for what the next focus for the child is. While these next steps are appropriate, they are sometimes not specific enough, so staff are not always clear about how best to support individuals to make rapid progress. Staff are skilful and take time to ask questions or point out problems that require children to use reason to find a solution. Occasionally staff do not allow children enough time to think through a solution. For example, when children built a train track that reached a wall, the staff member pointed out the problem, asked how it could be resolved, but then quickly gave the children the solution.

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

Good procedures are in place to make sure children are safe in the pre-school, which is in a public leisure centre. Use of space in the large playroom is well planned to provide areas for different types of activity, including large physical play. However, the open nature of the room means that sometimes children do not engage with some of the activities or equipment as well as they might. The book area, for example, has bean bags and soft blocks for children to sit on, but few children showed interest in this area until a staff member went to read. Children respond well to staff expectations of their behaviour. When they have lapses in their good behaviour staff manage these skilfully giving clear explanations and reminding them of the pre-school rules. Children understand routines well so that at times when they have to wait, such as at snack time, they manage their feelings very ably, especially when they are disappointed at not getting a place at the table.

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

A comprehensive set of policies and procedures underpins the effective work at the pre-school. Improvements have been made to the quality of teaching at the setting through team meetings and discussions. Staff have begun to observe each other's practice as part of the improvement programme. These observations, and those completed by the manager, are not yet used as well as they could be to identify individual areas for development in staff one-to-one meetings. Children are well prepared for school. Good systems to monitor children's progress are used well to identify any areas of concern. Prompt action is taken to address concerns by focusing on a child's learning in that area. Staff work closely with parents to prepare children well for the move to school. They take time to make contact with schools to share information and invite staff to visit the child in the pre-school, despite the fact that children come from a wide geographical area.

Setting details

Unique reference number	EY474608
Local authority	Derbyshire
Inspection number	1005601
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	32
Name of provider	Places for People Leisure Limited
Date of previous inspection	30 June 2014
Telephone number	01773537940

William Gregg VC Leisure Centre Pre-School was established in 1985 and re-registered in 2014. It operates from one room within William Gregg VC Leisure Centre, which is situated in Heanor, Derbyshire. Children have access to an enclosed outdoor play area. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday all year round. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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