

# Coton in the Elms Pre-School

Community Centre, Elms Road, Coton-in-the-Elms, Swadlincote, Derbyshire, DE12 8HD

## Inspection date

6 May 2015

Previous inspection date

24 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff give thorough consideration to the skills that children will need for school. This includes exploring how the school routine is different, and therefore, how children might need to manage different situations.
- Staff develop detailed plans to support children's next steps in learning. They ensure that children are secure in their skills, before they move them on.
- Staff have regular discussions about the expectations and why certain rules are in place. This effectively supports children to learn how to manage their own behaviour and to stay safe.
- Staff share a good amount of information with parents and carers regarding forthcoming activities. This enables parents and carers to extend children's learning at home.
- The manager undertakes a detailed reflection of any training that staff have attended. Staff share their knowledge with others and also identify what they can improve about practice within the pre-school. This means children benefit from good learning experiences.

### It is not yet outstanding because:

- On occasion, staff interrupt activities by asking questions when children are concentrating on particular tasks.
- Staff do not make the best use of communication with parents and carers to maximise opportunities to gather evidence of children's learning at home.

## **What the setting needs to do to improve further**

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

- enhance the already good partnership with parents and carers, by further encouraging them to share information about their children's learning at home
- build on the already good teaching to accelerate all children's progress by maximising their ability to concentrate during activities, for example, by refining the use of questions.

### **Inspection activities**

- The inspector observed activities in the hall and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and the chair of the management committee.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and discussed the provider's evaluation system.
- The inspector took account of the views of parents and carers spoken to on the day.

### **Inspector**

Justine Ellaway

## Inspection findings

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

Staff make useful observations of children's learning and precise assessments of their stage of development. Staff use this information well to identify any gaps in learning and provide support for children where it is needed. They also ensure that there is appropriate challenge for more-able children. For example, they encourage older children to spell their name and recognise that the first letter is written as a capital. Staff's enthusiasm encourages children's participation in activities. Several children eagerly join in with an action rhymes activity. The member of staff exaggerates her movements, so that children can see what they need to do. She includes musical instruments to extend the activity for the children. Staff effectively differentiate the support within activities, depending on children's stage of development. For example, when children use scissors, staff give more explanation to less-able children and use training scissors to show them the action. However, on occasion during activities, staff ask children questions that confirm what they already know and interrupts what they are doing.

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

Children are given very good support to settle, and they demonstrate that they feel comfortable and enjoy their time at the pre-school. Staff provide good opportunities for children to learn about a healthy lifestyle. They start the session with an exercise activity and talk about the effects of exercise on the body. In the outdoor area, children climb or use the sit-and-ride toys to further promote their physical development. Staff organise the session and environment well so that children have lots of choice about what they do. Children move confidently between the indoors and the outdoors during the session. The manager undertakes constant risk assessments of the environment, to ensure that children can play safely. Staff arrange visits to and from the school so that children are emotionally ready for when they move into Reception class.

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

The management committee play an active role in the running of the pre-school, including the appraisal of the manager. The pre-school takes a thorough approach to the evaluation of the practice and where staff can improve. They seek external support or information to ensure that they identify the best way to implement any changes or developments. They then undertake a review of the changes to check that they are meeting the needs of the children. As a result, the pre-school has made a number of improvements since the last inspection. The well-qualified staff team is providing consistently good teaching for children. Parents and carers speak very positively about the pre-school and the staff. This includes the well-coordinated support for children with special educational needs and/or disabilities. Parents and carers receive a lot of information about their child's learning and development. However, staff do not maximise opportunities to gather contributions from parents and carers about children's learning at home.

## Setting details

<b>Unique reference number</b>	EY252588
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	981393
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Coton in the Elms Pre-School Committee
<b>Date of previous inspection</b>	24 June 2014
<b>Telephone number</b>	01283 762 655

Coton in the Elms Pre-School opened in 1972. The setting is situated in Swadlincote, Derbyshire. There are six childcare staff. Of these, one holds a foundation degree and four hold a relevant early years qualification at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9.30am until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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