

Newbold Parish Church Pre-School Playgroup

Eagle Club, Littlemoor, Chesterfield, Derbyshire, S41 8QN



Inspection date

1 June 2015

Previous inspection date

23 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 know children very well. They use detailed observations of them to inform accurate assessments of their learning. As a result, staff plan effective next steps in learning that promote children's good progress.
- Teaching is good. This means that children make good progress in all areas of learning, relative to their starting points. Key persons record children's learning, and celebrate their achievements with parents.
- Very good partnerships are forged between the pre-school and parents, right from the start. Parents are very positive about the pre-school. They appreciate and value the information and support they receive in helping their child to learn.
- Safeguarding procedures are robust. Consequently, children are kept safe from harm. Staff demonstrate clear knowledge of the procedures to follow, should they have any concerns about a child's welfare.
- Staff are good role models. They give children positive, clear instructions so that children know what is expected. As a result, their behaviour is consistently good
- Staff are kind and caring with children. As a result, children form secure attachments to their key person, which strongly supports their emotional needs.
- Partnerships with a wide range of external agencies are exceptionally strong. Consequently, children's individual needs are recognised, and planned support to enhance their development is extremely effective.

It is not yet outstanding because:

- The pre-school's current programme of professional development is not always sufficiently targeted enough, to further raise the quality of teaching and practice.

What the setting needs to do to improve further

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

- raise the overall quality of teaching to outstanding, by maximising the impact of staff supervision, for example, through developing more precisely focused targets for their professional development.

Inspection activities

- The inspector observed activities, both indoors and outside.
- The inspector spoke to members of staff and children at appropriate times during the inspection, and held a meeting with the management team of the pre-school.
- The inspector looked at children's assessment records, and the pre-school's planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of the parents spoken to on the day of inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff to work in the provision and a range of other documentation.

Inspector

Ruth Hudson

Inspection findings

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

Staff provide a wide range of exciting activities, which build on children's interests, stimulate their curiosity and capture their imagination. Children enjoy a good balance of child-initiated and adult-led experiences. For example, as children busily build in the construction area, staff support them to compare the size of their models. At the same time, other children use a variety of materials to create pictures and practise writing their names. Staff are always close by to extend their learning and offer support. Children, who are not making the expected progress, are provided with additional support. For example, staff use their skills and knowledge from training to provide the extra help needed to develop children's language and communication. Group activities, such as singing, help children to develop their listening skills. They join in enthusiastically with their favourite songs, carrying out actions to the words. As a result, children are well prepared for their next steps in learning.

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

The pre-school is welcoming, and children have access to a good range of quality resources. Before children start at pre-school, staff spend time talking to parents in detail about their child. They provide a settling-in process to ensure children feel completely secure. As a result, children are very happy and settled at the pre-school because all their needs are met on a daily basis. Children follow good hygiene routines. They enjoy healthy snacks and regularly play outside, which supports their good health. Regular trips in the local community provide exercise and an understanding of how to stay safe. It also supports children to develop a sense of the wider community. They are encouraged to listen to each other and take turns. Overall, they develop the independence and social and emotional skills they will need when they start school.

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

The manager is committed to providing high-quality care and learning for children, and has a good understanding of the requirements of the Early Years Foundation Stage. Staff have a sound understanding of their responsibility to protect children from harm. They ensure children cannot leave the premises unsupervised and there are good arrangements for checking on visitors. Strong recruitment and vetting procedures ensure that all staff are suitable to work with children. The effectiveness of staff practice is evaluated through appraisals, and the overall quality of the provision is good, because staff attend regular training. However, management do not always use staff supervisions to best effect. This is because professional development programmes are not always sharply focused enough to allow staff to raise their practice to an outstanding level. The pre-school has established good links with local schools, which supports children in their future move in learning. Parents spoken to on the day of the inspection praised the levels of care and learning provided.

Setting details

Unique reference number	206826
Local authority	Derbyshire
Inspection number	865439
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	50
Number of children on roll	55
Name of provider	Newbold Parish Church Pre-School Playgroup Committee
Date of previous inspection	23 May 2011
Telephone number	01246 451141

Newbold Parish Church Pre-school was registered in 1967. The nursery employs 15 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, and four at level 2. The pre-school operates Monday to Friday, 9am to 11.30am, term time only. On Monday, Wednesday and Friday it also opens 12.30pm until 3pm. A lunch club is also held from 11.30am until 12.30pm on Monday, Wednesday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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

