

Storrs Road Pre-School

Storrs Road Church Centre, Storrs Road, Chesterfield, Derbyshire, S40 3PY



Inspection date

10 June 2015

Previous inspection date

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

- Knowledgeable staff have a secure understanding of how young children learn. They skilfully plan and provide a wide range of interesting and challenging opportunities that support children's all round development.
- Children are busy and interested in their play. They concentrate well and become absorbed in what they are doing working hard until they are satisfied with their results.
- The manager and committee are a strong team. They have a secure understanding of their roles and responsibilities and together make sure that the pre-school meets the requirements of the Early Years Foundation Stage.
- There is a good range of relevant policies and procedures, including safeguarding and protecting children's well-being, in place to underpin the work of the pre-school. Staff understand and use these on a daily basis.
- Children have a very good understanding of pre-school routines and what staff expect from them. They behave very well and have a developing understanding of how to keep themselves and others safe.

It is not yet outstanding because:

- The development plans and self-evaluation findings do not align as closely as they could to give a sharp focus to improvements.
- Staff do not always make the most of opportunities in adult-led activities such as baking, to develop mathematical language and concepts such as sequencing.
- Not enough is known about how well different groups of children are making progress.

What the setting needs to do to improve further

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

- review the different development plans and the setting's self-evaluation to bring about more sharply focused improvement plans
- make the most of opportunities in adult-led activities to introduce mathematical language and concepts such as sequencing, for example, by using pictorial recipes when baking
- improve how assessment information is used so that the progress of different groups of children is checked and swift action can be taken when a group is identified as being at risk of falling behind developmental expectations.

Inspection activities

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

Inspector

Joanne Mary Smith

Inspection findings

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

Staff have a creative and flexible approach to providing learning experiences for children. Throughout the day they respond positively to children's changing interests and needs. They provide equipment and materials that support children to expand their play and ideas, adding items to equipment already provided, or getting equipment out to follow a new line of thinking. Activities are moved or changed to retain or re-ignite children's interest in them. The playdough, for example, started the day as a table top activity and was then moved onto the floor to give children a different experience. Children have many opportunities to explore, reason and be creative. During a baking activity children had the freedom to smell, touch and taste the different ingredients in their cake mixture. Staff also extended this experience by adding water to dry ingredients and asking children about the changes they saw and felt. Across all areas of the provision staff are skilled in how they ask questions and speak to children. Staff frequently use opportunities to challenge children, so that children have to think, remember and work things out for themselves.

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

Children and staff have close and trusting relationships. Children approach staff for help and support, and invite staff to join them in their play. A small group of children organised themselves into different roles in the doctor's role play area. They invited staff and other children to visit and become their patients and remained engrossed in the play for several minutes. Routines in the pre-school are well thought through. Within routines children are supported to make positive choices, which they do with increasing confidence as they get older and choose to join in activities, such as circle or story time. Children understand that at times they have to wait their turn, for example to have their snack, and they do this patiently. Positive steps are taken to help children to understand change, and for older children this includes their move to school. Children are emotionally secure at the pre-school, they are developing good attitudes to learning and they are well prepared for the move to the next phase of their education.

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

Established and robust systems to check the quality of teaching and learning are in place. All staff, including the manager, are routinely observed when they are working. They have regular opportunities to meet with their supervisor to review their work. These meetings result in clear targets for staff to work towards, to extend or improve their practice. The pre-school has three documents with different improvements identified on them. While some targets are clear and focused others simply identify a continuation in current practice, which will not bring about more rapid improvement to the pre-school. Individual children's progress and staff keyworker groups of children are closely and effectively monitored to identify and children or staff who might need extra support with a particular area of learning. However, the progress of different groups of children, such as boys, who might be at risk of not meeting their developmental milestones is not yet checked.

Setting details

Unique reference number	509209
Local authority	Derbyshire
Inspection number	1005599
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	25
Number of children on roll	42
Name of provider	Storrs Road Pre-school Committee
Date of previous inspection	30 June 2014
Telephone number	01246566189

Storrs Road Pre-School was registered in 1974. It is situated in the Methodist Church Centre in Chesterfield, Derbyshire. It operates from one room and there is an area available for outdoor play. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The pre-school opens on Monday, Wednesday, Thursday and Friday from 9am until 3pm during term time. The pre-school provides funded early education for two-, three- and four-year-olds.

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