

Southfields Pre-School

Old Hall Farm, Screveton Road, Car Colston, Nottingham, Nottinghamshire, NG13 8JG



Inspection date

3 July 2015

Previous inspection date

25 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Significant improvements have been made since the last inspection. Systems to identify any gaps in learning for individual children, and groups of children, have been successfully implemented. Consequently, children's additional needs are quickly identified and additional help from professionals is gained to close the gaps in learning.
- Practitioners demonstrate a very good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All practitioners have completed the appropriate training to ensure children are safeguarded. They are familiar with the procedures to be followed if they have any concerns relating to child protection.
- Practitioners build warm relationships with children and know them well. Children form strong bonds with practitioners. As a result, children demonstrate that they are happy, confident and feel secure in the setting.
- Well-qualified practitioners make the most of opportunities to extend the children's learning through play, discussion and group activities. Practitioners have high expectations of children's achievements. As a result, children's progress is good given their starting points and capabilities.
- The outdoor provision for this setting is excellent and supports children's all-round development very well. This means children are active and enjoy fresh air and exercise daily.

It is not yet outstanding because:

- Systems to work consistently in partnership with the other settings that the children attend are not fully developed.
- Practitioners do not consistently seek information about children's achievements at home to provide them with a full picture of children's progress.

What the setting needs to do to improve further

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

- strengthen systems to share more information with other providers that the children attend, in order to provide complementary learning experiences
- explore ways in which parents can share children's experiences at home, in order to further enhance the planning for each individual child.

Inspection activities

- The inspector observed activities in the play areas inside, as well as the outside play space.
- The inspector spoke to all practitioners and children at appropriate times during the inspection and held a meeting with the manager of the setting.
- The inspector looked at children's records, planning documentation, evidence of the suitability of practitioners working in the setting. She also looked at a range of other documentation, including self-evaluation and policies and procedures to safeguard children's welfare.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector observed the quality of teaching and the impact this has on children's learning, in both the inside and outside environments.

Inspector

Sue Riley

Inspection findings

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

Children make good progress taking into account their starting points, ages and capabilities. The educational programmes are well planned and children are encouraged to make choices about what they want to do. Children make decisions about where they wish to play as they access a well-resourced indoor and outdoor environment, skilfully supported by practitioners. For example, children decide to play with water, filling their watering cans to water their home-grown potatoes. They develop their social and number skills as they play games, such as what time is it, Mr Wolf? This results in children laughing, squealing and having fun while developing their skills. Practitioners focus on assessing and tracking children's progress, which ensures that any identified gaps in children's achievements are planned for, and consequently, narrowed. However, systems to seek further information from parents about their child's interests and achievements at home are not yet rigorous enough to give a full picture. Good transition systems ensure children are well prepared for their next steps in learning and progression on to school.

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

Children demonstrate a positive approach to learning, supported by the cheerful interactions of the practitioners caring for them. Practitioners support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during the excellent outdoor provision. Practitioners provide nutritious snacks that include fruit and vegetables and children's individual dietary requirements are met. Practitioners are excellent role models and, consequently, children behave well. Children respond to practitioners' gentle reminders about the boundaries that are in place for and behaviour. Gentle reminders from practitioners help children to understand about keeping themselves safe as they play and use a variety of equipment. For example, they learn how to use scissors safely. Complying with these expectations means children enjoy their learning experiences.

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

Safeguarding arrangements are robust. There are also secure procedures in place for the recruitment of practitioners and all are vetted to ensure they are suitable to care for children. The manager monitors practitioners' performance both informally through working alongside them, and more formally through annual appraisals. She and her team demonstrate a commitment to the continual development of the whole provision. Practitioners are supported to attend relevant courses to improve their knowledge and the quality of provision for the children. Parents comment that the setting is excellent and cannot praise the practitioners enough for what they do to support the children. Practitioners have established good links with local schools. However, this is mainly for the transition arrangements and not for the ongoing sharing for information about children's development. This means that they do not ensure continuity in children's development.

Setting details

Unique reference number	253397
Local authority	Nottinghamshire
Inspection number	1011153
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 9
Total number of places	18
Number of children on roll	36
Name of provider	Amanda Jane Beeby
Date of previous inspection	25 March 2015
Telephone number	01949 20123

Southfields Pre-School first registered in 1999 and is a privately owned setting. The setting employs nine practitioners, of whom, seven hold appropriate early years qualifications, including one with Early Years Professional status and one with Qualified Teacher Status. The setting opens Monday to Friday for 50 weeks of the year, closing Christmas week and August bank holiday week. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three-and four-year-old children.

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