

Sutton On The Hill Pre-School Playgroup

Sutton On The Hill Village Hall, School Lane, Sutton-on-the-Hill, Ashbourne, Derbyshire, DE6 5JA



Inspection date	23 October 2015
Previous inspection date	30 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff make good observations of children in their play. They use the information gathered to identify the next steps in children's learning. Staff identify any gaps in children's development and provide activities that help them catch up.
- Managers and staff are positive role models and children are encouraged to help with daily tasks. Children develop good social skills and relate well to the people around them. Children consider each other's feelings and behave in a very positive manner.
- There are good links with children's future schools. Staff share valuable information about children's achievements. They help children to be aware of the changes and expectations in preparation for moving on.
- Management and staff give high priority to establishing good partnerships with parents. They invite parents to regular reviews to discuss their child's progress. Parents are fully involved in their children's learning.

It is not yet outstanding because:

- At snack time and during outdoor play staff interrupt children's learning and clear away activities. They do not always give children sufficient time to pursue their learning or return to previous activities.
- Staff do not consistently promote and extend children's emerging writing skills during play.
- Children's interest in technology is not fully explored. They do not always have opportunities to use equipment to develop their technology skills.

What the setting needs to do to improve further

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

- strengthen children's involvement and opportunities for them to consistently pursue their own learning, and to complete, refine and finish what they are already doing to their satisfaction
- provide more opportunities for children to develop their early writing skills further, in order to help build on their early literacy development
- increase opportunities for children to develop their interest in technology and allow them to explore and use technology equipment.

Inspection activities

- The inspector spoke to the children, staff and parents. She also held discussions with the chair of the committee and both managers.
- The inspector observed activities indoors and outside, including snack time.
- The inspector completed a joint observation with the manager.
- The inspector looked at children's assessments, learning records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, the policies and procedures and the pre-school's action plan.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management is good

Management and staff fully understand their roles and responsibilities and work very well as a team. Improvements made since the last inspection have been well thought out. Management and their team have worked extremely hard to improve their practice. They have addressed all actions and recommendations. Children benefit from the changes made. The arrangements for safeguarding are effective. All staff and the committee are fully aware of the reporting procedures in the event of a child protection concern. There are robust recruitment, induction and supervision procedures in place. Managers effectively check on staff performance and their ability to teach children effectively. Staff attend regular training to help improve their knowledge and their quality of teaching. Self-evaluation is good. The managers regularly seek the views of parents and children, and use these to improve the quality of the provision and daily practice.

Quality of teaching, learning and assessment is good

The staff are well qualified and experienced. They understand that children learn through play and provide a wide range of challenging activities that cover most areas of learning. Teaching is good. Staff take every opportunity to extend children's vocabulary and ask them questions associated with their play. Children are excited by, and involved in, the learning opportunities provided. Children solve problems and concentrate for prolonged periods. Children's physical development is good. They roll balls down tubes and improve their balance and concentration as they wobble along low-level climbing apparatus outside. They take part in creative play and express their thoughts and feelings. For example, they enjoy experimenting with glue and string to stick and thread leaves. Children are confident and active learners. Staff successfully extended children's play by adding additional resources to develop their ideas further. For example, they use the Forest school environment and fill and empty pots and pans as they play in the mud.

Personal development, behaviour and welfare are good

Children play in a friendly and welcoming pre-school. They have formed strong relationships with staff. Children settle quickly to activities as they arrive. They demonstrate that they are confident as they move around the room choosing their play. Staff encourage children to do things for themselves, for example, pouring their own drinks and putting on their coats. Staff help children to learn what is expected of them through promoting positive values and behaviour. Children are beginning to develop positive attitudes to diversity. They learn about one another's cultures, beliefs and lifestyles. Staff provide children with good opportunities to develop their physical skills outdoors and promote healthy eating well. This includes providing healthy snacks and involving the children in growing their own fruit and vegetables, which they then eat.

Outcomes for children are good

All children are making consistently good progress in their learning, given their starting points. This includes all funded children and disabled children or those with special educational needs. They are acquiring the key skills for future learning. Overall, children's literacy and mathematical skills are developing well.

Setting details

Unique reference number	206883
Local authority	Derbyshire
Inspection number	1021691
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	32
Name of provider	Sutton-on-the-Hill Pre-school Playgroup Committee
Date of previous inspection	30 June 2015
Telephone number	07554 278837

Sutton On The Hill Pre-School Playgroup was registered in 1973 and is run by a committee. The pre-school opens Monday to Friday during term time only. Sessions are from 9.05am until 3.05pm on Mondays and Tuesdays, and 9.05am until 12.05pm on Wednesdays, Thursdays and Fridays. There are eight members of staff, all of whom hold early years qualifications at levels 2 or 3. One of the managers holds a qualification at level 4. The pre-school receives funding to provide free early years education for children aged three and four years.

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